Elderly Care Service

Community Care and Support

Specification of Competency Standards

First Edition

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Preface

In 2012, the Hong Kong Education Bureau assisted in the establishment of the "Elderly Care Service Industry Training Advisory Committee" (ITAC), in order to implement the industry's qualifications framework. In 2014, the ITAC completed the drafting of the "Specification of Competency Standards" (SCS) for the elderly care service industry. Afterwards, in response to the development trends of the elderly care service industry in Hong Kong, the ITAC recommended the development of the SCS for the Elderly Care Service Industry (Community Care and Support). In 2019, the Caritas Institute of Community Education was commissioned to compile the SCS, aiming not only to clearly list the competency standards required for the current and future development of the elderly community care and support services, but also to include the professional competence required by the industry in clear and comprehensive training frameworks. These would help to improve the industry's professional standards, as well as to establish unified standards for the industry's human resources management and development, thereby improving the attractiveness of the industry and hence more new blood for the industry.

The elderly community care and support services in Hong Kong are facing critical challenges due to the ageing population and increasing demand for elderly care services. The following sections analyse the current situation, difficulties and challenges of the elderly community care and support services in Hong Kong from political, economic, social and technological perspectives, in order to explore the challenges and future development of the industry. The implications are on the importance of establishing different levels of competency standards to support appropriate training for different employees in the industry, and to ensure the continuous development and sustainability of Hong Kong's elderly care services.

Political, Economic, Social and Technological (PEST) Analysis

Before developing the SCS (Community Care and Support) for the elderly care service industry, the macro-environment needs to be examined to gain an insight into the current situation of the industry, and explore the direction of its future development. PEST analysis is used to identify the opportunities and challenges of the future development of the industry by scanning the effects and impacts of political, economic, social and technological factors in the macro-environment on the demands for elderly community care and support services in Hong Kong.

（A）**Political Factors**

The Developmental History and Current Situation of Community Care Services

The Hong Kong government published the "White Paper on Social Welfare" in 1973, which proposed the concept of "Home Care" for the elderly. The "Green Paper on Services for the Elderly" published in 1977 established "Home Care" as development goals for elderly care services. The government policies aimed to encourage the elderly to spend their twilight years at home, and at the same time promote different community care and support services so that they could choose to live and age in familiar environments with a sense of belonging, while also receiving support from their family, friends and neighbours. This has always been the wish of the majority of the elderlies. The "White Paper on Social Welfare into the 1990's and Beyond" published in 1991 reiterated this policy and made community care services an integral part of Hong Kong's overall elderly care policies[1]. Since 1997, the Chief Executive has established "Care for the Elderly" as a strategic policy goal of the Special Administrative Region Government, striving to improve the elderly's quality of life with the goal "Sense of Belonging, Sense of Security, and Sense of Worthiness", and the policy continued to promote "Ageing at Home"[2].

As community demands for elderly care services gradually increase, the government must ensure the fair and efficient use of public resources to provide subsidised long-term care services to the elderlies who have genuine need. Since 2000, the Social Welfare Department (SWD) has implemented the "Standardised Care Need Assessment Mechanism for Elderly Services" (SCNAMES), where the accredited assessors utilize an internationally recognised assessment tool to assess the elderlies who have applied for long-term care service subsidy, in order to determine their eligibility[1]. The assessors identified the applicants' long-term care needs according to comprehensive assessments on their abilities to carry out daily activities, physical

function, memory and communication skills, behaviour and emotion, health conditions, environmental risk and their abilities in coping with daily living, etc.[3]   In 2013, with Lotteries Fund approved for use by the SWD, The Sau Po Centre on Ageing of The University of Hong Kong (COA) was commissioned to implement the project on "Enhancement of the Infrastructure of Long-term Care Hong Kong". The project included updating the assessment tools used in the SCNAMES, with the assessment instrument interRAI-HC from version 2.0 to the latest version 9.3 to more effectively assess the elderly's needs for long-term care services. In addition, the research centre has also updated the care services delivery system, allowing the SWD to more effectively distinguish the elderly's needs for various long-term care services, including community care services and residential care services. Facing the ageing population in Hong Kong, the Elderly Commission published the "Elderly Services Programme Plan" in 2017, to act as a blueprint for the future development of elderly care services.

The Hospital Authority and Department of Health are currently responsible for direct medical services for the elderly, while the Food and Health Bureau is responsible for the establishment and implementation of policies; whereas the Labour and Welfare Bureau administers for continuous care and other related social welfare services. Similar to other developed countries, long-term care services in Hong Kong include community care services (home-based and centre-based services), and residential care services. The government does not directly provide such services under its administrative structure; instead, it provides funding to service operators for the provision of the services, whereas the SWD is responsible for monitoring the service quality of the operators. As a result, subsidised organisations and privately-owned operators play an important role in providing long-term care services in nursing, personal care, rehabilitation, and social health activities[4]. Since the market for private community care services has not yet fully developed, such services are mainly provided by non-governmental organisations (NGOs) funded by the government, where most of their funds come from government tax, and with a small portion of funds generated by user fees[1].

The current community care services funded by the SWD are in three categories: the "Enhanced Home and Community Care Services" (EHCCS), the "Integrated Home Care Services" (IHCS), and the "Day Care Centre / Unit for the Elderly" (DE/DCU)[5]. According to the data provided by SWD, there are a total of 31 EHCCS service teams, 61 IHCS service teams and 90 DE/DCU centres/units in all the 18 districts of Hong Kong as of March 2021[6]. Additionally, 71 self-financing "Day Care Centres" are also providing services for the elderly in Hong Kong. Most of the home care service teams have fixed service hours with general care services provided from Mondays to Saturdays, while meal services are provided as required on Sundays and public holidays; DE/DCU

provide their services from Mondays to Saturdays (except public holidays).

In addition, the SWD has since October 2018 implemented new measures involving new services, which include the provision of additional resources to NGOs to subsidise DE/DCU, EHCCS and IHCS (frail cases) to provide speech therapy services for users in need, and creating additional speech therapist positions. All elderly centres (including "District Elderly Community Centre" (DECC) and "Neighbourhood Elderly Centre" (NEC)) also received additional resources for outreach services to support carers living in the community and carers caring for frail elderlies, which include elderly carers or carers with disabilities. The EHCCS also provide the same outreach services in March 2019, and with additional social work assistant posts established. Also with additional resources available, DE/DCU, IHCS and EHCSS in Hong Kong recruit more manpower to improve their care services for the elderlies with dementia, aside from creating additional Occupational therapist I / Physiotherapist I positions[7].

In the Policy Address 2018, the government stated that it will continue to focus on home and community care services for the elderly who requires assistance in their daily activities, while elderly homes will serve as a supplementary policy to support the frail elderlies. In order to meet the different demands of the elderlies living in the community and provide them with choices, the government has increased 2,000 service places to EHCCS in October 2019, summing up to over 9,000 service places. A new project has also been implemented to establish "Elderly Day Care Units" in qualified private and self-financing elderly homes, in order to increase the supply of day care services[8].

The government's elderly care policy is "Ageing in place as the core, institutional care as back-up", and the elderlies should be able to "age at home" with peace of mind. Other than increasing the number of subsidised services, it is more important to increase the measures on community care support, and to introduce more elderly welfare allowances or projects. Through the funding from the Community Care Fund (CCF), the government has launched four pilot schemes related to the improvement of support for elderlies with mild physical impairment and for elderlies discharged from hospitals. Descriptions of these pilot schemes are provided below.

"Pilot Scheme on Community Care Service Voucher for the Elderly"

The SWD launched the "Pilot Scheme on Community Care Service Voucher for the Elderly" (CCSV) in September 2013. It adopted the funding model of "Money-following-the-user" and provided subsidies to eligible elderlies participating in the pilot project in the form of service vouchers. In order for the community care services to

appropriately meet the elderly's needs, the elderlies could select the approved service unit, service type and service combinations by themselves[9]. The pilot scheme also encourages different types of service providers to participate and actively meet the service users' demands by increasing the flexibility and diversity in their services. The first phase of the pilot scheme ended on 31 August 2017, and the second phase was launched in October 2016 with services made available to all elderlies in Hong Kong. To further improve community care and support services, the government has provided 1,000 additional service vouchers, summing up to 8,000 service vouchers under the pilot scheme in 2020-2021, to support elderlies with moderate or severe physical impairment to "Ageing in place"[8].

"Dementia Community Support Scheme"

The government launched the "Dementia Community Support Scheme" (DCSS) in February 2017, utilising the "Medical-social collaboration model" to provide elderlies with mild or moderate dementia and their carers with cross-sectorial and cross-professional support services. The government has incorporated the pilot scheme services into the regular assistance programme since February 2019, and has extended them to 41 DECC as well as all 7 hospital clusters of the Hospital Authority, which is expected to benefit over 2,000 elderlies annually[10,11].

"Pilot Scheme on Home Care and Support for Elderly Persons with Mild Impairment"

The demands for elderly community care services (especially home care services) increase proportionally with the ageing population. In December 2017, the government launched a three-year "Pilot Scheme on Home Care and Support for Elderly Persons with Mild Impairment" through the CCF with 4,000 service places[13]. This would provide home support services as early as possible to elderlies with mild physical impairment and who were not on the waiting list for IHCS (ordinary cases) across all districts of Hong Kong[12]. Services included personal care, simple nursing, general exercise, household chores (such as: household cleaning), escort services, shopping and delivery services.

"Pilot Scheme on Support for Elderly Persons Discharged from Public Hospitals after Treatment"

The government launched a three-year "Pilot Scheme on Support for Elderly Persons Discharged from Public Hospitals after Treatment" through the CCF in February 2018, to support elderlies who have been discharged from public hospitals and

require transitional care and support, but have not yet been benefitted from the "Integrated Discharge Support Programme for Elderly Patients" (IDSP). They would be provided with transitional residential care and/or community care and support services for a total of no more than six months[14]. It was estimated that some 3,200 elderlies would benefit from the scheme.

（B）**Economic Factors**

Ageing Population and Declining Labour Force

According to the "Hong Kong Population Projections 2017-2066", the population of Hong Kong is expected to rise from 7.34 million in 2016 to a peak of 8.22 million in 2043, and then fall back to 7.72 million in 2066. The elderly population (people aged 65 years or over) is estimated to be more than double in the next 20 years, from 1.16 million in 2016 (16.6% of the total population) to more than 1 million to 2.37 million in 2036 (31.1% of the total population). Comparing to the increase of that of approximately 0.5 million in the previous 20 years (1996-2016), these statistics reflect that the rate of growth of the elderly population will increase significantly in the future[15].

As life expectancy increases and the baby boomer generation is entering old age, the number of "old-olds" (people aged 85 years or over) will grow faster than the elderly population in other age groups. It is estimated that by 2030, the number of people aged 85 years or over will be 1.6 times that of 2014, and by 2064 it will increase to 4.7 times that of 2014. The largest age group in Hong Kong will change from "soon-to-be-olds" (people who are in their 50s), to "young-olds" (people between 65 and 74 years old), and eventually become "old-olds". Assuming that other factors (health and socio-economic factors) are the same, "old-olds" generally have a greater probability of requiring care and support services. This will cause a larger increase in the overall demand for long-term care services, compared to the increase in the elderly population[16].

Furthermore, the working-age population (people aged 15 to 64 years old) will decline in the future, from 5.35 million (73%) in 2016 to 5.17 million (63%) in 2030, and to 4.46 million (58%) in 2066. The old-age dependency ratio (referring to the ratio of the number of people aged 65 years and over to every one thousand people aged 15 to 64 years old) will therefore rise from 218:1000 in 2016 (approximately 4.6 working-age population supporting one elderly person) to 431:1000 (approximately 2.3 working-age population supporting one elderly person) in 2030, and to 579:1000 (approximately 1.7 working-age population supporting one elderly) in 2064[15]. Meanwhile, the average number of households in Hong Kong has also declined, from 3.9 in 1981 to 2.9 in 2011, and is expected to further drop to 2.8 in 2024. The decline in the working-age population reflects the decline in the number of local formal carers that can be employed, while the decline in the average number of family households reflects the decline in the number of family members that can provide care and support to their elderlies, increasing the demand for formal long-term care services[16].

In a report on the future social costs of the elderly care in Hong Kong published by COA, The Women's Foundation, and HSBC Life in May 2019, it was revealed that the proportion of the elderlies receiving healthcare services will increase significantly for 2.6 times, from more than 340,000 in 2018 to 890,000 by 2060, and the number of carers required will increase from 45,000 to 97,000 accordingly[17].

Increasing Demand and Expenditure for Long-term Care Services

As the population will age rapidly, the demand for long-term care services will increase consequently. According to the statistics of the "Elderly Services Programme Plan", approximately 70% of community care service users and 80% of residential care service users are elderlies aged 80 years or over. As the proportion of the "old-old" population will increase rapidly in the next few decades, coupled with the decline in the number of family carers, it is expected to create a heavy burden on long-term care services, and significantly increase the demand for services. According to the service statistics and population projections, the total demand for subsidised long-term care services is expected to rise from 60,000 service places in 2016 to 78,000 in 2030, and reach a peak of 125,000 service places in 2051; yet the current supply is under 38,000 places. Subsequently, as the health conditions of the elderly population continue to improve, and the total number of the elderly population will peak in the mid-2050s, the total demand for subsidised long-term care services is expected to drop slightly[16].

Although the principle of the government's policy for long-term care to focus on use of resources for elderlies who are most in need, the current long-term care services in Hong Kong are basically made available to all and with substantial government funding support. In the 2019-2020 Budget, the government planned to provide 500 additional residential care places and 300 subsidised day care service places for the elderly, and launch a pilot project to provide outreach services to private residential care homes, involving a total of $136 billion in recurrent expenditures, approximately a 7.7% increase over the last year[18]. According to the fiscal sustainability appraisal on the public finances published by the Working Group on Long-Term Fiscal Planning in March 2014, even assuming that there is no inflation and service quality improvement, the government may begin to face the problem of structural deficits from 2029-2030. Considering that the demand for long-term care services is expected to rapidly increase, coupled with the decline in the birth rate in Hong Kong, and reduction in workforce, the society needs to reconsider the long-term impact of the current model of relying on public funds. With continued reliance on current financial sources, mostly from government tax, for long-term care services, a heavy burden will be imposed on public finances. Even if the increase in the demand for long-term care may slow down due to

the improvement of population health, the society must carefully consider the long-term financial burden, and the use of public resources when planning elderly services[16].

In view of this, the research consultant of The University of Hong Kong suggested alternative supply and financing methods for long-term care services. Scholars proposed the introduction of financial condition checks for subsidised long-term care services, and encouraged private organisations to play a more active role in the provision of their services to satisfy the needs of the some of the elderlies who are financially capable and can afford the prices in the private sector. Implementation of the voucher systems will provide the elderlies and their family members with more options to long-term care services, in addition to the establishment of long-term care service insurance[4].

According to the investigations jointly conducted by the COA and other organisations, the social cost of elderly care will increase from $38.8 billion in 2018 to $126 billion in 2040, and further increase by 5.7 times to $222.4 billion in 2060. The indirect cost of elderly care by local employers will increase by 4.7 times from $1.8 billion in 2018 to $8.4 billion in 2060, due to the need to fill in job vacancies left by resignations or the transfer from full-time to part-time staff, and the productivity loss due to the staff's responsibilities when caring for the elderlies, etc.[17]

Large Number of Applicants on the Waiting List and Long Waiting Time

The demand for subsidised long-term care services rapidly grows as the population ages and the life expectancy of people in Hong Kong increases. Although the government has tried its best to cope with the ever-increasing demand, there is still a large number of people on the waiting list and the prolonged waiting time still persists. In terms of community care services, the overall number of elderlies waiting for day care and home care services is increasing, and the disproportional waiting time for community care services in different regions is also a cause for concern[19]. As of 28 February 2022, a total of 6,548 elderlies have registered on the Central Waiting List for long-term care services, waiting for various types of subsidised elderly community care services, with 4,236 people waiting for IHCS (frail cases)/EHCCS, and 2,312 people waiting for DE/DCU. There is an average waiting time of 6 months for IHCS (frail cases)/EHCCS, and an average waiting time of 7 months for DE/DCU[20]. Recent studies showed that timely community care services are a preventive measure for the elderlies from the need to be admitted into elderly homes due to the rapid deterioration of their physical and living conditions, and a waiting time of 12-19 months is unsatisfactory[21]. The small number of service places and prolonged waiting time have already affected the well-being of the elderlies. Furthermore, due to the shortage of land to provide

elderly care services, the government announced, in the 2019 Government Budget, that $20 billion will be allocated to purchase 60 properties in Hong Kong to establish over 130 non-residential social welfare facilities for the purpose of increasing social welfare facilities and land supply[18].

There is an imbalance between community care services and residential care services. This is due to the fact that there are far more people waiting for residential care services than those waiting for community care services. The Chairman of the Elderly Commission, Dr. Lam Ching-Choi, opined that since most people find that the waiting time is very long, they will apply for residential care services and community care services at the same time, for insurance purposes, so that they can be admitted into elderly homes once their health deteriorates. To increase their sense of security, many elderlies with long-term care needs will choose residential care services. Furthermore, despite a longer waiting time, the quality of subsidised elderly homes is better than that of ordinary private elderly homes, hence the elderlies would rather wait for subsidised elderly homes earlier than receive home care[22]. Additionally, the government provides community care service and residential care service places to those with long-term care needs at a 1:3 ratio, which is inconsistent with the principle of "Ageing in place as the core, institutional care as back-up". The imbalance between community care services and residential care services is not simply due to insufficient services, but also due to some deeply rooted concepts.

The Support of Carers and The Pressures they Face

Despite the changing times, filial piety is still a powerful value in Hong Kong. A high percentage of adults are "grateful to their parents for raising them" and "support their parents so they can enjoy a more comfortable life". Statistically, the majority (approximately 40%) of family carers are the children of the elderlies, and the second majority are the spouse of the elderlies. However, the elderly's children encounter many environmental constraints when attending to their elderly parents[21].

Since Hong Kong has the longest working hours in the world, firstly, there is a time limit for caring for the elderlies among the carers who have an occupation. Secondly, due to cramped living environments and that the majority of young people are moving closer to the urban area, only 37.5% of children (especially after marriage) live with their parents, and only 15.1% live within walking distance of their parents' residence. The living distance is proportional to the private time of the carer. Thirdly, the caring for the elderlies increases the expenditure of the children, and the carers may be forced to reduce or stop working and become full-time carers to meet the needs of the elderlies.

Finally, under the social trend of declining birth-rate and declining number of family members, the aforementioned burden will only increase[21].

The conflict between family values and the objective environment has a significant negative impact on the elderlies and their carers. Firstly, time and financial burden affect the health of the carers. The Hong Kong Council of Social Service (HKCSS), in collaboration with the COA, conducted a "Research on the Profile and Service Needs of Elderly Carers" in 2018. 1,115 carers were interviewed, and over 35% of them were aged 75 years old or more. It was found that over 63% of the carers interviewed faced "heavy caregiving pressure", 55% had "depression symptoms", 40% had "family dysfunction", and 25% belong to high-risk group with all the above conditions simultaneously. The study has shown that the carers' burden was on the verge of going "off the charts". Secondly, when the occupational and carer responsibilities become difficult to manage, the care needs of the elderlies will inevitably not be met. Thirdly, many cases have stated that when the burden of the carers cannot be relieved, it may cause physical and mental depletion, and the elderlies may end up being admitted into elderly homes against their wishes[21].

"Pilot Scheme on Living Allowance for Carers of Elderly Persons from Low-income Families"

Developing a set of practical solutions for carer support is the primary task of the government and the public. In June 2014, the government launched a two-year "Pilot Scheme on Living Allowance for Carers of Elderly Persons from Low-income Families" through the CCF. It provided allowances to carers of low-income families to subsidise part of their living expenses, and the elderlies with long-term care needs received more appropriate care and could continue to age in familiar communities with the assistance of carers. The first phase of the pilot scheme was extended to September 2016, while the second phase of the pilot scheme was launched in October 2016 and lasted until September 2018. The CCF launched the third phase of the pilot scheme for two years from October 2018 to September 2020, and the SWD was responsible for its implementation[23]. The allowance paid to each eligible carer was increased from the original $2,000 per month to $2,400. If the carer was taking care of more than one elderly at the same time, the allowance would be increased from the original $4,000 to $4,800 per month[24]. The government hoped that the increase of allowances for carers would relieve their financial burden in the future.

（C）**Social Factors**

Manpower Requirements for Long-term Care Services

The elderly service industry in Hong Kong has been short on manpower for many years. The vacancy rate of frontline care workers is particularly serious, including domestic helpers and personal care workers. To gain a better understanding of the manpower shortage issues, the SWD conducted a questionnaire survey in August 2017 on 69 government funded NGOs providing elderly and/or rehabilitation services. The result showed that the vacancy rates for personal care workers, domestic helpers and elderly home workers were 18.0%, 18.8% and 15.8% respectively[25].

The Minimum Wage Ordinance implemented in Hong Kong since 2011 has narrowed the salary gap in different industries, and many elderly care workers have been attracted to transfer to other industries. This has led to a tremendous loss of staff, and resulted in increased work pressure of the remaining employees, creating a vicious cycle, and the increase in the turnover of employees directly affects the quality of service. In 2017, the government increased the salaries of personal care workers and domestic helpers in subsidised elderly homes by two salary points; the former had the mid-point salary scale increased from 6 to 8 while the latter's increase was from 5 to 7[26]. Additionally, healthcare staff in the elderly service industry generally believe that their current operating organisations cannot provide salary packages or working conditions comparable to those of the Hospital Authority or private hospitals, and the promotion ladder, training supervision, staffing and per capital workload, as well as administrative support are also far from those of the medical care sector[1]. Some elderly homes adopt outsourcing for their allied health services (including physiotherapy and occupational therapy services) to meet the manpower requirement, which further reduces job stability[27].

According to a survey on the shortage of nursing, allied health and support service staff conducted by the HKCSS in 2013, domestic helpers and personal care workers have a turnover rate of over 20%, and the major reason being unsatisfactory salaries. Furthermore, front-line healthcare jobs are seen as of unpleasant nature, which makes it more difficult to attract young people in the industry. Statistics show that 50% of the current domestic helpers and personal care workers have reached the age of 50 to 59 years old, the vacancy rate will significantly increase in the future due to a large number of employees reaching retirement age, as well as the lack of new recruits[28]. A consultancy study by the University of Hong Kong also revealed that it is difficult for the elderly service industry to recruit employees for reasons including low salary, poor

welfare, limited promotion opportunities, heavy workload, insufficient work preparation and complex training requirements[1].

Measures to Alleviate the Shortage of Manpower in Elderly Services

To solve the current manpower shortage problems for elderly services, the government need to develop targeted measures to speed up the development of human resources, develop relevant professional knowledge and conduct professional training, in order to provide sustainable development of long-term care services and prepare for the challenges of the ageing population. The government has adopted the following measures to increase the manpower supply of the elderly service industry:

Provide Training Courses for Enrolled Nurses in the Welfare Sector

To alleviate the shortage of nurses in the welfare sector, the SWD and the Hospital Authority cooperated to organise a total of 14 two-year training courses for enrolled nurses (general medicine/psychiatric) in the welfare sector from 2006-2016, providing approximately 1,800 training places. Over 90% of the graduates of the 14 training courses joined the welfare sector after graduation, showing that the courses can help alleviate the shortage of nurses in the welfare sector. The SWD has also commissioned the Open University of Hong Kong to provide a total of 920 training places including general medicine and psychiatric subjects for four consecutive years starting from 2017-2018. The training courses are fully funded by the SWD and the trainees must sign an agreement to work in the welfare sector for two consecutive years after graduation[29].

Increase Health Worker Training and Other Healthcare Courses

Different training institutes (including NGOs, self-financing organisations, the Employees Retraining Board and community colleges), provide different healthcare training courses, including those for health worker, care worker, rehabilitation assistant, etc.[29] Regarding the training of health workers, according to the "Residential Care Homes (Elderly Persons) Ordinance", "Residential Care Homes (Elderly Persons) Regulation", and "The Code of Practice for Residential Care Homes (Elderly Persons)", health workers are responsible for providing comprehensive health care for the residents of residential care homes[30]. They should possess the required registration qualifications; with their experience/skills and education or training applicable to community care services, and they should be provided with areas for functional and professional development.

Encourage Young People to Join the Healthcare Services in the Welfare Sector

In order to encourage young people to join the healthcare services in the welfare sector, the government launched the "Navigation Scheme for Young Persons in Care Services (The Navigation Scheme)" in July 2015, providing 1,000 training places starting from 2015-2016, and additional training places were continue to be provided in 2019-2020[31]. Each operating organisation would arrange for participants to take industry guidance courses, and at the same time, matched them with healthcare jobs in elderly or rehabilitation service units, and the employers would also arrange for occupational instructors for the trainees. During their working period, trainees could obtain government funding to take a two-year part-time diploma course in healthcare services, and gradually got registerable Health Worker qualifications pitched at Qualifications Framework Level 3. The course fee would be reimbursed yearly after the trainees have successfully completed the course year and obtained the certificate issued by the training institute. On the basis for building multiple skills and qualifications, trainees coul further continue their education and keep advancing on the career ladder in the welfare sector. In order to further encourage young people to join the healthcare services in the welfare sector, the government announced in the 2018 Policy Address that it would continue to implement "The Navigation Scheme", and provide a total of 1,200 training places for five years from 2020-2021. Optimised measures would also be implemented to attract more young people to join healthcare services in the welfare sector and continue to stay in the industry and display their strengths[8].

Training Foreign Domestic Helpers as Carers for the Elderly

Foreign domestic helpers currently play the main role for caring for the elderlies in many families. The SWD used the Lotteries Fund to establish the 18-month "Pilot Scheme on Training for Foreign Domestic Helpers in Elderly Care" in 2018, aiming to improve the skills of foreign domestic helpers in caring for frail elderlies so as to enhance the quality of life of the elderlies in the community, and support the elderly's "Ageing in place"[32]. Pilot schemes were established in Wan Chai, Kowloon City and Tsuen Wan districts with a total of 300 free training places, targeting on foreign domestic helpers who have been hired and who would take care of the elderly. The training content mainly covers common elderly care topics and caring skills, as well as elective subjects related to caring for elderlies with dementia and stroke. The training courses are delivered by nurses, nutritionists, physiotherapists and occupational therapists under the Department of Health with interpretation and handouts in different languages. The elderly district centres participating in the pilot scheme will arrange for related care services or activities for the elderlies in need during the training period of

their foreign domestic helpers. After completing the training, foreign domestic helpers will be awarded with an attendance certificate. In view of the positive responses, the government has since 2019 extended the pilot scheme to 7 districts (namely: Wan Chai, Eastern, Kowloon City, Kwun Tong, Tsuen Wan, Tsuen Mun and Sha Tin districts), and extended the scheme until December 2020 with a total of 950 additional places to further improve the training of foreign domestic helpers on the basic knowledge and skills of caring for the frail elderlies, and support the elderly's "Ageing in place".

（**D**）**Technological Factors**

Introduction of Gerontechnology

Gerontechnology refers to innovative technology tailored to the elderly's personal needs to compensate for their cognitive and physical deterioration from ageing, and to support them to live comfortably and independently at home[33,34]. Gerontechnology can have many different usages, from environmental transformation to personal assistance, such as automatic vacuum oral care devices, transfer and support robots, virtual reality exercise bike pedals, six-wheel wheelchairs that can move in all directions, etc. Gerontechnological products can provide the elderlies with better quality of life and offer great convenience to their carers[35]. Therefore, in order to promote the policy of "Ageing in place" and help the elderlies stay in familiar homes and communities as much as possible to enjoy their old age, the application of technology is indispensable, aside from the cares provided by their families and the community.

Difficulties in the Applications of Gerontechnology

Although the application of gerontechnology improves the elderly's quality of life and relieves the burden of the carers, the relevant products are still not widely available in Hong Kong. The Social Innovation and Entrepreneurship Development Fund (SIE Fund), The HKCSS and Our Hong Kong Foundation (OHKF) released an overview report on gerontechnology on 13 June 2017, stating 24 difficulties faced by the industry, including low awareness of the importance of gerontechnology in the society, insufficient cooperation between the government, research organisations and NGOs, products fails to meet local demands, lack of testing platforms for new products, limited funding for start-up projects, and difficult to turn scientific research results into commodities, etc.[36] Therefore, it is essential to raise the society's awareness on the importance of gerontechnology, strengthen cooperation with stakeholders, explore product localisation, provide testing platforms for new products, and increase scientific research funds.

The Promotion of Gerontechnology

To actively promote gerontechnology, the government launched a billion-dollar "Innovation and Technology Fund for Application in Elderly and Rehabilitation Care" (The I&T Fund) in December 2018, to subsidise eligible elderly and rehabilitation service units to purchase/rent and test technology products for the purpose of improving the quality of life of service users and reducing the pressure and burden on the nursing

staff and carers. The application scope of the Fund's subsidies includes products, equipment and tools that help improve the efficiency and quality of care, as well as mobile applications and high-end hardware and software (such as systems that can effectively and accurately record the activities, health conditions and medications of elderlies and persons with disabilities). The subsidy covers staff training on the use of related technology products, and up to five years of product maintenance and repair costs. It was noted that there was an extremely enthusiastic response after the fund was launched.

Additionally, the government has allocated approximately $200 million through the Lotteries Fund to implement a four-year pilot scheme, starting from January 2020, to provide wireless internet access to approximately 1,350 service units operated by SWD-funded organisations, and encourage the application of technological products to improve elderly and rehabilitation services. The SWD also provides wireless internet access to the 180 social welfare facilities it operates[18].

Since it is essential to continue the promotion of the developmental use of gerontechnology, the government and HKCSS have since 2017 held three "Gerontech and Innovation Expo cum Summit" (GIES) sessions to introduce the industry with new products developed from all over the world. Faced with the rapidly ageing population, the GIES could serve as a platform to promote cross-industry communication and collaboration as well as the application of gerontechnology, and to improve the quality of life of the elderly.

Finally, talent training is an indispensable factor in promoting gerontechnology, and therefore it requires vigorous promotion. For instance, the Lingnan University was recommended by the "Chief Executive's Community Project List" with the funding provided by the Hong Kong Jockey Club Charities Trust to implement the "LU Jockey Club Gerontechnology and Smart Ageing Project" from 2019-2022, which encourages the entrepreneurial development of gerontechnology and smart ageing society. With the implementation of theme-based activities and educational platforms based on the application of "Gerontechnology in Healthcare, Dining, Living and Transport", the project has developed talents in gerontechnology. The funding of the I&T Fund also includes training the staff on the use of relevant technology products[37].

Summary

The society and industry can achieve a better understanding on the needs of elderly care services and its human resources developmental needs through the analysis of the changing PEST (political, economic, social, and technological) environments of community care and support services for the elderlies in Hong Kong. The ageing population and the increased ratio of elderlies in Hong Kong have created continuously increasing long-term care services for the elderlies, giving rise to serious shortages of manpower in the industry as a whole. Furthermore, there are similar as well different elderly care service requirements and hence manpower and responsibilities between the residential care and community care service sectors. While staff in residential care services emphasise structured division of labour in providing a high degree of personal healthcare services for frail elderlies with poor self-care abilities, staff in community care services need to work more independently in community settings in providing more holistic care for the elderlies, requiring comprehensive and diverse skills with a high degree of adaptability[38]. Community care and support services for the elderlies have both challenges and opportunities in their operations and development.

The policy "Ageing in place" has become a global trend. The government has been investing a lot of resources through various organisations and schemes, including new planning of the human resources to improve the elderly community care and support services in Hong Kong. The elderly service industry and academic training institutions should cooperate in the promotion of related human resource development schemes. It is of utmost importance that the staff of the elderly community care and support services industry are equipped with relevant and recognised competency standards, and are continuously engaged in lifelong learning to ensure and improve the quality of their services.

The Hong Kong Qualifications Framework (HKQF) was established by the Education Bureau in 2004 to act as a quality assurance mechanism. There are 22 industries in Hong Kong that currently participate in the qualifications framework (including the Elderly Services Industry of Hong Kong) and provide a platform to encourage and promote lifelong learning to improve the skills and competitiveness of the working population in Hong Kong. The HKQF sets clear and objective standards for the qualifications in academic, vocational professionals and continuous education sectors; ensuring the qualifications attained by students and industry practitioners, and gatekeeping the quality of the learning and training courses that meets the current and future needs of the industry[39]. The society, the government and the industry all value the importance of elderly care services, especially the elderly community care and support

services.　After all, the industry has the responsibility to guarantee and improve its service quality through the SCS recognised by the HKQF, and through the recruitment, training and development of appropriate human resources.

In addition to staff training and increasing number of service staff with recognised qualifications, the industry should also provide effective measures to attract and retain employees, especially frontline care workers, by improving staff salaries, providing clear promotion ladders, improving the working environment, etc., which are beneficial to the development of talent and the continuous improvement of the organisation's service quality[1]. The establishment of the qualifications framework and competency standards by the government, coupled with the industry's continuous improvement measures, shall be geared to improving the industry's service volume, productivity, service quality, as well as enabling the sustainable development of the elderly service industry in Hong Kong to meet future challenges.

Qualifications Framework

The Hong Kong Qualifications Framework (QF) is a seven-level hierarchy covering qualifications in the academic, vocational and professional, and continuing education and training sectors.   Qualifications recognised under the QF are quality-assured and level-rated in accordance with objective and well-defined outcome standards.

The primary objective of establishing the QF is to promote lifelong learning with a view to continuously enhancing the quality, professionalism and competitiveness of our workforce in an increasingly globalised and knowledge-oriented economic environment.

QF Level

QF is a 7-level hierarchy.   Each qualification is assigned a level in accordance with a set of Generic Level Descriptors (GLD) which specifies, in four domains, the outcome standards expected of the qualifications at each level. The GLD covers four domains, namely:

(a) Knowledge and Intellectual Skills;
(b) Processes;
(c) Autonomy and Accountability; and
(d) Communication, ICT and Numeracy.

The descriptors in each domain of the GLD progress in a linear manner from the simplest at QF level 1 to the most advanced at QF level 7.   The GLD is available for downloading on the Hong Kong QF website at www.hkqf.gov.hk.

QF Credit

QF credit serves as a common currency under the HKQF, measuring the volume or size of learning of a qualification.   It enables learners to understand the extent of effort to be spent to complete the learning process and attain the learning outcomes of the relevant qualification.   Under the HKQF, one QF credit consists of 10 notional learning hours.   It takes into account the total time likely to be spent by an average learner in all modes of learning, including attendance in classes, on-line learning, practical learning, self-study, examination, etc.

Industry Training Advisory Committees

The Industry Training Advisory Committees (ITACs), which consist of representatives of employers, employees, professional organisations and regulatory bodies, are set up by the Education Bureau on an industry basis to serve as a platform for stakeholders to implement the QF with concerted efforts and advise the Government on the training needs and manpower development of respective industries.   Their primary task is to map out the progression pathways, lay down qualification requirements and draw up Specification of Competency Standards (SCS) for key job positions in respective

industries, thus enhancing the credibility of related qualifications.   The ITACs play a pivotal role in promoting and implementing the QF within the industries.

Vocational Qualifications Pathway and Specification of Competency Standards

The Vocational Qualifications Pathway (VQP) for an industry is developed by its corresponding ITAC, outlining the key job roles in different functional areas of the industry and their progression pathways. It aims to increase the transparency of competency requirements for different job levels in the industry, and enable prospective newcomers and in-service personnel to plan their learning and career advancement.   It also serves as a basis for respective industries to develop training programmes, professional qualifications, Recognition of Prior Learning (RPL) mechanism and SCS-based training packages.

The competency requirements specified under the VQP and the contents of the SCS are complementary to one another.   SCS sets out the skills and knowledge required for practitioners to perform various job functions, as well as the outcome standards for measuring their competency in such positions.   SCS can be flexibly adopted in course design, competency-based job specifications, staff performance assessments and recruitment criteria.   They also form the basis for assessing and recognising the skills and experience acquired by practitioners under the RPL mechanism.

Units of Competency

The competency standards in the SCSs are presented as Units of Competency (UoCs). Every UoC comprises the following eight basic items:

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

UoCs are benchmarked to the QF levels in accordance with the GLD.   It is worth to note that competency elements in a UoC may fall in some or all of the GLD dimensions as what it naturally should be.   The QF level assignment is essentially a holistic judgment on the unit's integrated outcome requirement.

QF levels are discrete.   That is, there cannot be assignment of UoCs in between QF levels.   Also, a UoC that cannot fully match the competency requirements of one or more dimensions of a level would be assigned to the next lower level.

Functional Areas of the Elderly Care Service Industry (Community Care and Support)

The Elderly Care Service Industry Training Advisory Committee advised that the community care and support branch of the elderly care service industry comprises five major areas, namely clinical care, psychosocial and spiritual care, management, home and community care and gerontechnology.   They are further divided into functional areas with details as below:

(i)   Clinical Care

Basic Health Care
Basic health care mainly concerns personalised basic and generalised nursing work for the elderlies. Practitioners must apply knowledge of the elderly's health to perform basic and preventive caring work, which include health checks, personal hygiene and personal care, health education, use of relevant medical equipment, and the development, execution and monitoring of basic nursing plans for individual elderlies etc.

Special Needs Care
When facing frail elderlies who suffer from multiple chronic diseases or different degrees of disabilities, practitioners must provide specialised nursing care to meet their special needs, which include implementing basic nursing measures to prevent and respond to various diseases, carrying out infection control measures, taking laboratory test samples, handling medications, using relevant medical equipment, and the development, execution and monitoring of the elderly's special care plans, etc.

Emergency Care
Due to deteriorating physical functions or being affected by diseases, the elderlies may become weak and may develop into emergency or dangerous situations. Practitioners must possess relevant competencies to calmly and appropriately handle the elderly's critical condition to avoid their health deterioration and even to save their lives, which include utilising various first-aid techniques, handling various emergency situations, coordinating and managing first-aid measures, developing guidelines to handle emergencies, and providing staff training, etc.

Rehabilitation Care
With the elderly's gradual deterioration in mobility, physical disability, and cognitive decline due to aging or illness, their activities in daily living are affected, which in turn

reduces their quality of life. Rehabilitation therapy can effectively improve their mobility and cognitive abilities. Practitioners must possess relevant competencies to provide appropriate rehabilitation training and therapy for the elderlies to improve their independence and quality of life, which include providing activities of daily living training, exercise and cognitive training, using relevant rehabilitation equipment, designing relevant rehabilitation devices, and the development, execution and monitoring of various rehabilitation therapy plans, etc.

Chronic Illness Care

The incidence and prevalence of chronic diseases increases as the elderlies age, and the demand for medical and nursing services also increases proportionally. The elderlies require long-term care because they are unable to live independently due to their decline in physical or mental health. To improve their health and self-care abilities, practitioners must possess relevant competencies to strengthen the elderly's self-health management for chronic diseases, which include providing health education, follow-ups on the health of elderlies receiving palliative care and referral treatment, and the development, execution and monitoring of the elderly's self-health management plans, etc.

Cognitive and Mental Health Care

As the population ages, more elderlies and their carers are facing mental health problems, such as depression, anxiety disorder and dementia. Practitioners must possess relevant competencies to support the elderlies in facing the pressure of ageing and reduce the work burdens of their carers, which include providing activities of daily living training, cognitive training and psychological counseling, developing and execution of guidelines to prevent the elderlies from getting lost, handling the elderly's emotions and behavioral problems, and the development, execution and monitoring of dementia care plans, etc.

(ii) Psychosocial and Spiritual Care

Psychosocial Spiritual Well-being

It is important to attend to the elderly's mental, social and spiritual well-being, in order to provide them holistic care. Practitioners must possess relevant competencies to attend to the elderly's mental, social and spiritual needs, provide relevant activities and support, and promote their overall health, which include providing social groups and leisure activities, preventing elderly abuse, getting lost and elderly suicides, assessing their mental and emotional state, providing psychological counseling, and

the development and execution of mental, social and spiritual care plans, etc.

End-of-Life Care

Birth, old age, sickness, and death are inevitable stages in life, but the elderlies often feel uneasy when facing pain caused by their diseases and upcoming death, which also affects their family members and carers. Therefore, end-of-life care is important for the elderlies, their family members and carers. Practitioners must possess relevant competencies to assist the elderlies to face their final stages of life peacefully, which include providing palliative care, setting advance medical directives, grief counselling and life and death education, creating life stories, and the development and execution of end-of-life care plans, etc.

Carer Support

Carers take on enormous responsibility when caring for the elderlies, not only do they have to attend to the elderly's health, but they must also meet the needs of the elderly's everyday life. Furthermore, carers can be exhausted due to lack of skills and knowledge. Practitioners must be able to provide appropriate care for the elderlies as well as assistance to their carers, which include guiding the carers in providing the correct care and rehabilitation services, assessing the carers' psychological stress, providing the carers with psychological counselling and spiritual support, and the development and execution of carer support plans, etc.

Continuous Learning

The elderly's continuous learning is primarily attained through group activities, where they can broaden their social circle, maintain physical and mental health, practice the policy of "Promoting a Sense of Worthiness Among the Elders", and continue to participate in social development while improving their knowledge. Practitioners must possess relevant competencies to assist the elderlies to actively participate in learning activities, which include assisting the elderlies in understanding social information, organising group activities, and promoting the elderly's continuous learning and participation in social development, etc.

(iii) Management

Operations Management

Effective operations management leads to high-quality services, and it is imperative to the improvement of elderly care services. Operations management consists of diverse tasks, which include basic management of daily operations, sanitation, development

of occupational guidelines, information management, human resource management, risk management and operational strategy management. Practitioners must possess diversified knowledge and meet the relevant capability standards to promote and provide quality elderly services, such as understanding operating laws and developing codes of practices, developing and implementing occupational safety and health guidelines, developing and implementing guidelines for the prevention of infectious diseases, processing elderly and staff data records, managing human resource and providing staff training, writing resource plans and financial reports, and developing operational strategies, etc.

Quality Management

Effective quality management ensures the quality of services, constantly reviews service operations, and continuously improves existing service standards and quality to ensure that the services provided meet the needs of the elderlies and their carers. Practitioners must possess relevant competencies to practice quality management to provide quality services, which include developing service quality standards, developing and implementing service quality management policies, providing quality services, handling complaints, monitoring and continuously improving the service quality, etc.

Case Management

Case management is vital to the system of long-term care. It can promote effective use of resources to integrate and provide various aspects of elderly care through effective communication and coordination of organisational processes. Practitioners must possess relevant competencies to meet the requirements of the existing service delivery models, utilise resources flexibly, and correspond with service development, which include analysing the needs of service users, referring elderlies in need to special nursing care assessment, and the development, execution and review of case management plans, etc.

Project Management

The government allocates resources to implement different service plans and projects for the elderly. Practitioners must be engaged in project management, utilise their knowledge to develop project plans, and perform different project management duties, so that elderly service projects can be completed systematically, which include the development, execution and review of project management plans, deploying project resources, financial budgeting and management, and developing new service development strategies, etc.

Risk Management

Risk assessment and management are fundamental in elderly services. Careful assessment of the degree of risk and appropriate follow-up measures can help prevent accidents for the elderlies and staff, prevent accidents from affecting services, and ensure the loss to the organisation is minimised. Practitioners must, according to the present situation of the services, utilise the knowledge of risk assessment and emergency handling to develop methods for the monitoring and prevention of risks, which include infection control, preventing communicable diseases, handling emergencies and accidents, and the development, execution and review of risk management plans, etc.

(iv)   Home and Community Care

Meal Service

Selecting and providing suitable meals for the elderlies is considered a basic service. If the elderly's mastication impairments are due to old age or illness, the food provided should be adjusted to the appropriate texture, such as: crushed or mashed meals, to reduce the amount of chewing when they eat and assist in the absorption of essential nutrients. Practitioners must assess the elderly's dietary needs according to their health status, and prepare appropriate meals, which include selecting and arranging meal deliveries, distributing meals, ensuring environmental hygiene, assisting elderlies with self-care difficulties to eat, and following-up on the quality of the elderly's diet and needs, etc.

General Household Duties

General housework services provide door-to-door services for frail elderlies and those who lack self-care abilities, so that they can maintain and improve their personal hygiene and self-care abilities and continue to live in their familiar communities. Practitioners must provide appropriate housekeeping services according to the elderly's needs, and to ensure home environmental hygiene and safety, which include organising personal belongings and personal care items, providing household cleaning and laundry services, assessing and maintaining home environmental safety, etc.

Escort and Mobility Support

Escort and mobility support provides escort services for elderlies with mobility impairments, to assist them in handling different outdoor tasks, avoid accidents caused by them when going outdoors alone, and reduce the burden on their carers.

Practitioners must provide appropriate escort and mobility support services according to the elderly's needs, which include escorting to follow-up consultations, assisting in shopping, accompanying them to handle bank affairs and in outdoor activities, and arranging transportation, etc.

Emergency Support

Elderlies who live alone or have impaired mobility often face emergency problems and needs, and they require help to handle or overcome these situations. Practitioners must provide the appropriate support services according to the elderly's needs, which include provision or referral of emergency support services, review and follow-up of the quality of emergency support services, and the development of guidelines for the provision of emergency support services and emergency response management strategies, etc.

Communication and Reporting

Effective communication and providing regular reports are important in elderly care services. Practitioners must understand professional ethics and abide by the organisation's codes of practices, and effectively understand internal and external communication skills to improve service quality, which include complying with professional ethics and staff's codes of practices, establishing staff communication methods and confirmation mechanisms, developing communication methods between the staff, the elderlies and their family members, understand the communication skills with the elderlies and their family members, performing handovers, and preparing regular work reports, etc.

Environmental Safety Assessment and Maintenance

For elderlies who wish to stay at home, safe home and servicing environments are of utmost importance to prevent falls and accidents. Practitioners must provide appropriate environmental safety assessments based on the elderly's needs, and help improve their home environments and quality of life, which include implementing environmental safety guidelines, improving the safety of the elderly's home environment, follow-up and referral of home repair and maintenance services, and monitoring the safety and quality of their home environments, etc.

(v)   Gerontechnology

Technologies for Functional Enhancement

Technologies for functional enhancement are computerised therapy training devices

and robotic training devices for the elderly. The deterioration of functional health can be decelerated through training with use of technology, such as sonic wave whole body exercise equipment, system for dynamic unloading, balance training system, active/passive hand and foot training equipment, virtual rehabilitation training system, etc. Practitioners must possess relevant competencies to provide appropriate assistance according to the elderly's needs, which include basic understanding on the usage of function enhancing technology, assessing the elderly's need for function enhancing technology, selecting and procuring the suitable equipment, assessing the risks of using the equipment, monitoring the equipment's operation and effectiveness, and arranging the inspection, repair and maintenance of the equipment, etc.

Technologies for Enhancing the Quality of Life and Safety

Technologies that improve the quality of life and safety are intelligent safety systems that assist the elderlies in their daily lives, health inspections, home safety and rehabilitation, and improve their quality of life and self-care abilities, such as electronic pets, robots, stair lifts, smart wrist bands, smart clothes, electric beds, electronic wheelchairs, electronic shower chairs, etc. Practitioners must possess relevant competencies to provide appropriate assistance according to the elderly's needs, which include the basic knowledge and application methods of technology that improves quality of life and safety, assessing the elderly's needs for the technology, selecting and purchasing suitable equipment, assessing the risks of using the equipment, monitoring the equipment's operation and effectiveness, and arranging the inspection, repair and maintenance of the equipment, etc.

Technologies for Community Support and Health Monitoring

Technologies for community support and health monitoring are sensor alarm systems that remotely monitor the health status of the elderlies, to support them in living independently and safely in the community, such as the eHealthcare system, Jockey Club's eHealth, safety bell, safety phone, Easy Home Services, video call system, etc. Practitioners must possess relevant competencies to provide appropriate assistance according to the elderly's needs, which include the basic understanding and the application of community support and health monitoring technology, assessing the elderly's needs for the technology, assisting the elderlies in collecting and accessing electronic health records, developing and implementing electronic data security measures, and the development, execution and monitoring of electronic health record plans, etc.

Technologies for Information Dissemination, Training and Therapy

Technologies for information dissemination, training and therapy play a crucial role in supporting the development and application of gerontechnology. Practitioners must understand the operations of gerontechnological equipment, effectively assess the risks of its use, and promote the development and application of gerontechnology, which include understanding the safety rules and guidelines for the use of gerontechnological equipment, providing staff training, assessing the effectiveness and risks for the use of the equipment, establishing a cooperation platform with medical staff, leading and implementing the application and development of gerontechnological equipment, and the development, execution and review of gerontechnology development projects, etc.

Functional Areas of the Elderly Care Service Industry (Community Care and Support)

Functional Areas of the Elderly Care Service Industry (Community Care and Support) (center)

Clinical Care
- Emergency Care
- Rehabilitation Care
- Special Needs Care
- Chronic Disease Care
- Basic Health Care
- Cognitive and Mental Health Care

Gerontechnology
- Technologies for Functional Enhancement
- Technologies for Enhancing the Quality of Life and Safety
- Technologies for Community Support and Health Monitoring
- Technologies for Information Dissemination, Training and Therapy

Psychosocial & Spiritual Care
- Psychosocial Spiritual Well-being
- End of Life Care
- Carer Support
- Continuous Learning

Home & Community Care
- Meal Service
- General Household Duties
- Escort and Mobility Support
- Emergency Support
- Communication and Reporting
- Environmental Safety Assessment and Maintenance

Management
- Operations Management
- Quality Management
- Case Management
- Project Management
- Risk Management

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Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Basic Health Care				
Organize Personal and Daily Care Items	106203L1	1	2	5-1
Meal Distribution (Service Unit)	110892L1	1	1	5-3
Meal Distribution (Elderly's Home)	110893L1	1	1	5-5
Measure Vital Signs	105995L2	2	7	5-7
Use Assistive Living Devices	105997L2	2	3	5-9
Perform Standardized Infection Control Measures	105998L2	2	9	5-11
Recognize Normal Ageing	106000L2	2	3	5-13
Ensure Basic Medical Equipment Functions properly	106001L2	2	1	5-15
Provide Foot Care	106206L2	2	3	5-16
Assist Elderly with Self-care Difficulties to Eat	106210L2	2	3	5-18
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Improve the Elderly's Sleep Quality	110778L2	2	2	5-24
Provide Oral Care	110779L2	2	3	5-26
Assist the Elderly Persons in Their Personal Hygiene and Personal Care	110780L2	2	9	5-28
Assist in Health Groups and Activities	110894L2	2	6	5-30
Use Basic Medical Equipment	106002L3	3	6	5-33
Monitor Vital Signs	106003L3	3	5	5-35
Select a Balanced Diet	106004L3	3	3	5-37
Provide Care for elderlies' Activities of Daily Living (ADLs)	106141L3	3	9	5-39
Provide Care for elderlies' Instrumental Activities of Daily Living (IADLs)	106142L3	3	9	5-41
Utilize Gerontechnology	110896L3	3	2	5-43
Utilize Community Support and Health Monitoring Technology	110897L3	3	2	5-45
Formulate Personal Basic Care Plans for Elderlies	106005L4	4	2	5-47
Monitor the Personal Basic Care Plan	106006L4	4	5	5-49
Promote Health Education	110898L5	5	4	5-51
Special Needs Care				
Observe Physical Symptoms of Diseases	106008L2	2	5	5-537
Collect Urine and Stool Specimen	106038L2	2	2	5-539

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Perform urinary Catheter Care	106046L2	2	2	5-541
Perform Urinary Incontinence Care	106047L2	2	3	5-543
Perform Faecal Incontinence Care	106048L2	2	3	5-545
Prevent Pressure Sores	106052L2	2	3	5-547
Handle Scabies Sores	106053L2	2	3	5-549
Prevent Constipation	106063L2	2	3	5-551
Provide Foot Care	106206L2	2	3	5-16
Assist Elderlies with impaired physical Mobility	106207L2	2	4	5-553
Help Elderlies use Assistive Devices	106208L2	2	3	5-555
Help Elderlies Use Hearing/Visual Aids	106209L2	2	1	5-557
Lift and transfer elderlies correctly	106212L2	2	6	5-559
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Prepare Meals for Elderlies with Eating Difficulties	106216L2	2	2	5-561
Execute Measures to Prevent Falls	110781L2	2	2	5-563
Escort the Follow-Up Consultation	110899L2	2	3	5-565
Perform Protective Measures Against Communicable Diseases	110900L2	2	2	5-568
Perform Protective Measures Against Droplet and Airborne Diseases	110901L2	2	2	5-570
Perform Protective Measures Against Fecal-Oral Transmitted Diseases (Such as Drinking Water)	110902L2	2	2	5-572
Perform Protective Measures Against Vector-Borne Diseases (Such as Insects)	110903L2	2	2	5-574
Arrange Follow-up Medical appointments / Medical appointments	106010L3	3	2	5-576
Use Restraint devices	106011L3	3	3	5-578
Understand Medication (including General and Psychiatric Medicines)	106024L3	3	6	5-580
Distribution of Oral Medicine	106025L3	3	2	5-581
Distribution of Transdermal Patch	106026L3	3	2	5-583
Administration of Eye Drop, Ear Drop and Nasal Drop	106027L3	3	2	5-585
Administration of Suppositories	106028L3	3	2	5-587
Administration of Inhalant	106029L3	3	2	5-589
Administration of Topical Medications	106030L3	3	2	5-591

Clinical Care

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Manage Behavioural and Psychological Symptoms of Dementia (BPSD)	106061L4	4	3	5-647
Apply Non-pharmaceutical Therapy to Manage Psychiatric Symptoms	106062L4	4	6	5-649
Replace Nasogastric Tube	106067L4	4	6	5-651
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Apply Non-pharmaceutical Treatments to Relieve Symptoms other than Pain	106222L4	4	6	5-655
Provide Palliative Care	106223L4	4	6	5-657
Provide Psychological Support to Mentally impaired Patients	106224L4	4	3	5-659
Design Suitable Living Environments for Patients with Mental Disorders	110784L4	4	3	5-661
Prepare Medications (Service Unit)	110785L4	4	2	5-663
Prepare Medications (Elderly's Home)	110786L4	4	6	5-665
Provide Psychological Support for Patients with Chronic Diseases and their Carers	110906L4	4	6	5-668
Refer elderlies to Medical Specialties for consultation	106013L5	5	1	5-670
Formulate Personal Advanced Care Plans for elderlies	106014L5	5	5	5-672
Monitor the Advanced Personal Care for Elderlies	106015L5	5	5	5-674
Provide Physical Check-up	106016L5	5	9	5-676
Monitor Complications arising from diseases	106017L5	5	9	5-678
Perform Intravenous Injection	106036L5	5	6	5-680
Perform Intravenous Infusion	106037L5	5	6	5-682
Perform Complicated Wounds Care	106056L5	5	6	5-684
Formulate Wounds Caring Plan	106057L5	5	6	5-686
Formulate Staff Training on Clinical Care	106228L5	5	6	5-688
Formulate Palliative Care Plan	106229L5	5	6	5-690
Manage Stored Medications	110787L5	5	6	5-692
Refer the Elderly Persons in Need to Specialist Care Assessments	110907L5	5	1	5-694
Design Special Meals	110957L5	5	6	5-696
Emergency Care				
Inspect First Aid Kits	106068L1	1	1	5-152
Escort for Emergency Transfer	106069L2	2	1	5-154
Master Communication Skills with Elderlies	106214L2	2	3	5-20

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Handle Hyperglycemia / Hypoglycemia	106070L3	3	6	5-156
Perform Cardiopulmonary Resuscitation	106071L3	3	1	5-158
Handle Scald/Burn	106072L3	3	1	5-160
Handle Drowned elderlies	106073L3	3	2	5-162
Handle Sprain Injury	106074L3	3	1	5-164
Handle Shock and Syncope	106075L3	3	1	5-166
Handle Hypothermia/Heat Stroke	106076L3	3	1	5-168
Handle Suspected Fracture	106077L3	3	1	5-170
Handle Choking	106078L3	3	1	5-172
Perform Automated External Heart Defibrillation	106079L3	3	1	5-174
Manage Fall Injuries	110788L3	3	1	5-176
Manage Dyspnea	110789L3	3	1	5-178
Initial Management of Mental Confusion	110908L3	3	3	5-180
Acute Stroke Management	106081L4	4	2	5-182
Traumatic Bleeding Management	106082L4	4	1	5-184
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Provide Staff Training (Critical Care)	110909L4	4	6	5-186
Manage Mentally Unstable Cases	110910L4	4	3	5-188
Monitor the Quality of Emergency Care	106083L5	5	1	5-190
Formulate First-Aid Guidelines	106084L5	5	6	5-192
Manage Cases of Sudden Death	106227L5	5	6	5-194
Formulate Staff Training on Clinical Care	106228L5	5	6	5-688
Coordinate Emergency Care	110790L5	5	6	5-196
Develop Staff Training (Critical Care)	110911L5	5	6	5-198
Develop Guidelines for Managing Emergencies	110912L5	5	2	5-200

Rehabilitation Care

Assist Elderlies to perform Weight Bearing Exercise	106086L2	2	1	5-448
Assist Elderlies to perform Muscles Training	106087L2	2	1	5-450
Assist Elderlies to perform Active range of motion exercises	106088L2	2	1	5-452
Assist Elderlies to perform Active Assisted range of motion Exercises	106089L2	2	1	5-454

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Assist Elderlies to Perform Passive range of motion Exercises	106090L2	2	1	5-456
Assist Elderlies to perform training	106091L2	2	3	5-458
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Comply with the Safety Principles of Rehabilitation Exercises	110791L2	2	3	5-460
Assist Rehabilitation Groups and Activities	110792L2	2	3	5-462
Provide Rehabilitation Orthotic Care	106092L3	3	3	5-464
Improve the Home Environmental Safety for Elderlies	106093L3	3	6	5-466
Assist in Providing Transcutaneous Electrical Nerve Stimulation (TENS)	106094L3	3	3	5-468
Assist in Applying Cold Therapy	106095L3	3	2	5-470
Assist in Applying Heat Therapy	106096L3	3	2	5-472
Use Assistive Devices for Daily Life	106097L3	3	6	5-474
Assist Elderly to Perform Aerobic Exercises	106098L3	3	2	5-476
Conduct Reminiscence Therapy	106099L3	3	3	5-478
Conduct Reality Orientation Therapy	106100L3	3	3	5-480
Conduct Multi-sensory Therapy	106101L3	3	3	5-482
Conduct Cognitive Training	106102L3	3	3	5-484
Provide day-to-day self-care Training	106103L3	3	3	5-486
Implement Guidelines on Environmental Safety (in Elderlies' home)	106151L3	3	6	5-488
Provide Prosthetic Care	110793L3	3	3	5-490
Follow-Up The Elderly's Rehabilitation	110794L3	3	3	5-492
Assist Elderly Persons with Special Care Needs in Rehabilitation Exercises	110795L3	3	3	5-494
Provide Massage Therapy	110796L3	3	3	5-497
Assist in Swallowing Exercises	110797L3	3	3	5-499
Assist the Elderly Persons and Carers in the Use of Gerontechnology	110895L3	3	6	5-623
Utilize Gerontechnology	110896L3	3	2	5-43
Utilize Community Support and Health Monitoring Technology	110897L3	3	2	5-45
Utilize Function Enhancing Technology	110915L3	3	6	5-501
Assess the Activities of Daily Living (ADLs)	106104L4	4	3	5-503
Conduct Preliminary Cognitive Assessment	106105L4	4	3	5-505

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Provide Staff Training on Rehabilitation Care	106225L4	4	6	5-507
Plan Group Activities for the Elderly Persons	110913L4	4	6	5-509
Utilize Non-Pharmaceutical Therapy to Relieve Pain	110914L4	4	6	5-511
Monitor the Quality of Rehabilitative Care	106106L5	5	5	5-513
Formulate Rehabilitative Care Plan	106107L5	5	5	5-515
Train elderlies to perform Breathing Exercise	106108L5	5	6	5-517
Teach Elderlies to Use Walking Aids	106109L5	5	3	5-519
Conduct Musculoskeletal Function Assessment	106110L5	5	6	5-521
Design Rehabilitation Devices	106111L5	5	9	5-523
Formulate Staff Training on Rehabilitation Care	106230L5	5	6	5-525
Develop Safety Codes for Rehabilitation Exercises	110798L5	5	6	5-527
Design Mobility Devices	110799L5	5	6	5-529
Perform Fall Risk Assessment	110800L5	5	9	5-531
Select Suitable Function Enhancing Technology for the Elderly Persons	110916L5	5	9	5-533
Chronic Illness Care				
Measure Vital Signs	105995L2	2	7	5-7
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Assist in Health Groups and Activities	110894L2	2	6	5-30
Monitor Vital Signs	106003L3	3	5	5-35
Assist the Elderly Persons in Improving Their Self-Health Management Abilities	110801L3	3	3	5-108
Educate elderlies on the Self-management of Chronic Diseases	106012L4	4	5	5-629
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Provide Palliative Care	106223L4	4	6	5-657
Follow-up on the Health Conditions of Elderly Persons with Chronic Diseases	110802L4	4	3	5-110
Provide Psychological Support for Patients with Chronic Diseases and their Carers	110906L4	4	6	5-668
Refer elderlies to Medical Specialties for consultation	106013L5	5	1	5-670
Formulate Staff Training on Clinical Care	106228L5	5	6	5-688
Formulate Palliative Care Plan	106229L5	5	6	5-690

Clinical Care

Unit of Competency	Code	Level	Credit	Page No.
Develop Self-Health Management Plans for the Elderly Persons	110803L5	5	5	5-112
Monitor the Quality of Self-Health Management of the Elderly Persons	110804L5	5	5	5-114
Promote Health Education	110898L5	5	4	5-51
Cognitive and Mental Health Care				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Assist in Brain Exercise Groups and Activities	110805L2	2	6	5-116
Execute the Guidelines for the Prevention of Missing Elderly Persons	110917L2	2	3	5-119
Communicate with Elderlies with Dementia	106059L3	3	2	5-609
Conduct Reminiscence Therapy	106099L3	3	3	5-478
Conduct Reality Orientation Therapy	106100L3	3	3	5-480
Conduct Multi-sensory Therapy	106101L3	3	3	5-482
Conduct Cognitive Training	106102L3	3	3	5-484
Provide day-to-day self-care Training	106103L3	3	3	5-486
Prevention of Elderly Suicide	106115L3	3	3	5-121
Conduct Cognitive Training for the Elderly Persons	110806L3	3	6	5-123
Communicate with Patients with Mental Disorders	110905L3	3	2	5-627
Initial Management of Mental Confusion	110908L3	3	3	5-180
Manage Behavioural and Psychological Symptoms of Dementia (BPSD)	106061L4	4	3	5-647
Apply Non-pharmaceutical Therapy to Manage Psychiatric Symptoms	106062L4	4	6	5-649
Conduct Preliminary Cognitive Assessment	106105L4	4	3	5-505
Provide Group Counselling	106118L4	4	9	5-125
Provide Counselling for Elderlies	106121L4	4	9	5-127
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Provide Psychological Support to Mentally impaired Patients	106224L4	4	3	5-659
Conduct Preliminary Depression Assessments	110807L4	3	6	5-129
Manage Mentally Unstable Cases	110910L4	4	3	5-188
Manage Impolite Behavior	110918L4	4	3	5-131
Handle Missing Elderly Persons	110919L4	4	3	5-133

Clinical Care

Psychosocial and Spiritual Care

Unit of Competency	Code	Level	Credit	Page No.
Psychosocial Spiritual Well-being				
Provide Spiritual Support for Elderlies' Well-being	106113L2	2	2	5-386
Encourage elderlies to partake in Meaningful Activities	106140L2	2	2	5-388
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Follow the Guidelines for the Prevention of Elderly Abuse	110810L2	2	3	5-390
Assist in Social Groups and Activities	110811L2	2	6	5-392
Provide Leisure Activities	110812L2	2	6	5-394
Execute the Guidelines for the Prevention of Missing Elderly Persons	110917L2	2	3	5-119
Identify Suspected Abuse Cases	110921L2	2	2	5-396
Prevention of Elderly Suicide	106115L3	3	3	5-121
Design Social Care Plan for Elderlies	106116L4	4	6	5-398
Design Care Plans for Psychological/Spiritual Well-being	106117L4	4	6	5-400
Provide Group Counselling	106118L4	4	9	5-125
Assess Elderlies' Emotions and Suicidal ideation	106119L4	4	3	5-402
Assess Suspected Abuse Cases	106120L4	4	6	5-404
Provide Counselling for Elderlies	106121L4	4	9	5-127
Provide Psychological Support to Mentally impaired Patients	106224L4	4	3	5-659
Provide Staff Training Plan on Psychological, Social and Spiritual Well-being	106226L4	4	3	5-406
Coordinate Volunteer Work	110813L4	4	2	5-408
Perform Volunteer Training	110814L4	4	4	5-410
Plan Group Activities for the Elderly Persons	110913L4	4	6	5-509
Promote the Elderly's Participation in Social Development	110922L4	4	2	5-412
Design Guidelines to Prevent Elderlies from committing Suicide	106122L5	5	3	5-414
Design Guidelines to Prevent Elderly Abuse	106123L5	5	6	5-416
Design Staff Training Plan on Psychosocial, Social and Spiritual Well-being	106231L5	5	3	5-418
Develop Guidelines for the Prevention of Missing Elderly Persons	110920L5	5	3	5-140

Psychosocial and Spiritual Care

Unit of Competency	Code	Level	Credit	Page No.
Provide Psychological Support for the Staff	110923L5	5	6	5-420
End-of-Life Care				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Assist the Elderly Persons with Special Care Needs in Their Personal Hygiene and Personal Care	110904L3	3	6	5-625
Apply Non-pharmaceutical Treatments to Relieve Symptoms other than Pain	106222L4	4	6	5-655
Provide Palliative Care	106223L4	4	6	5-657
Execute and Cooperate with the Elderly's Advance Directives	110815L4	4	3	5-212
Execute and Cooperate with the Elderly's End-of-Life Advance Care Plans	110816L4	4	5	5-214
Assist the Elderly Persons in Creating Life Stories	110817L4	4	3	5-216
Utilize Non-Pharmaceutical Therapy to Relieve Pain	110914L4	4	6	5-511
Provide Grief Counselling	106127L5	5	9	5-218
Provide Life-Death Education to Elderlies	106128L5	5	3	5-220
Provide Life-Death Education to Elderlies' families	106129L5	5	3	5-222
Teach Families to provide end-of-life Care to Elderlies	106130L5	5	6	5-224
Formulate Palliative Care Plan	106229L5	5	6	5-690
Develop End-of-Life Care Plans (Service Unit)	110818L5	5	6	5-226
Assess the Effectiveness of End-of-Life Care Plans	110819L5	5	3	5-228
Develop End-of-Life Care Plans (Elderly's Home)	110820L5	5	6	5-230
Provide Staff Training (End-of-Life Care)	110924L5	5	6	5-232
Develop Staff Training (End-of-Life Care)	110925L5	5	6	5-234
Carer Support				
Lift and transfer elderlies correctly	106212L2	2	6	5-559
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Assist in Providing Carer Group Activities	110821L2	2	3	5-54
Identify The Carer's Psychological Stress	110822L2	2	2	5-56

Psychosocial and Spiritual Care

Unit of Competency	Code	Level	Credit	Page No.
Provide Home Care Services	110926L2	2	2	5-58
Provide Escort Services	110927L2	2	2	5-60
Guide the Elderly Persons/Carers on the Use of Rehabilitation Aids	110823L3	3	6	5-62
Teach Carers to take care of elderlies' Physical, Psychological and Social Needs	106131L4	4	6	5-64
Teach carers to take care of elderlies' dietary needs	106132L4	4	6	5-66
Teach carers to provide Basic Care to Elderlies	106133L4	4	6	5-68
Teach carers to provide Rehabilitation Care to Elderlies	106134L4	4	6	5-70
Assist Carers to Cope With Physical Degeneration of Elderlies	106135L4	4	6	5-72
Plan Carer Group Activities	110824L4	4	6	5-74
Provide Spiritual Support for Carers	110825L4	4	6	5-76
Assess the Carer's Psychological Stress	110826L4	4	3	5-78
Arrange Living Aids	110928L4	4	2	5-80
Design the Support Plan for the Caregiver	106136L5	5	6	5-82
Teach Carers to provide Emergency Care to Elderlies	106137L5	5	6	5-84
Provide Counselling for the Carers and elderlies' families	106138L5	5	9	5-86
Teach Carers to provide special care to Elderlies	106139L5	5	6	5-88
Provide Community Information and Related Resources	110827L5	5	6	5-90
Provide Staff Training (End-of-Life Care)	110924L5	5	6	5-232
Develop Staff Training (End-of-Life Care)	110925L5	5	6	5-234
Continuous Learning				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Help the Elderly Persons Understand Social Information	110828L2	2	2	5-146
Organize Team Activities	110829L3	3	6	5-148
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Plan to Promote the Elderly's Continuous Learning	110830L4	4	2	5-150
Promote the Elderly's Participation in Social Development	110922L4	4	2	5-412

Psychosocial and Spiritual Care

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Management

Unit of Competency	Code	Level	Credit	Page No.
Operations Management				
Perform Daily Hygiene	106144L1	1	2	5-264
Provide Comfortable Environments	110831L1	1	1	5-266
Execute the Occupational Safety and Health Guidelines	110929L1	1	6	5-268
Execute the Prevention of Communicable Diseases Guidelines	110930L1	1	6	5-270
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Comply with Ordinances and Codes of Practice	106217L2	2	3	5-272
Identify Suspected Abuse Cases	110921L2	2	2	5-396
Perform Handovers	110931L2	2	2	5-274
Manage the Personal Data of Elderlies	106148L3	3	2	5-276
Handle Staff Information and Records	106149L3	3	3	5-278
Implement Guidelines on Environmental Safety (Service Units)	106150L3	3	9	5-280
Implement Guidelines on Environmental Safety (in Elderlies' home)	106151L3	3	6	5-488
Manage the Elderly's Medical Records	110832L3	3	2	5-282
Assist in Dealing with the Elderly's Interpersonal Issues	110833L3	3	2	5-284
Communicate with Service Users of Ethnic Minorities or Cultural Differences	110834L3	3	4	5-286
Lead New Recruits	110835L3	3	1	5-288
Arrange Handovers	110836L3	3	1	5-290
Help the Elderly Persons Collect, View and Monitor Electronic Health Records	110932L3	3	1	5-292
Manage Daily Operations	106155L4	4	6	5-294
Manage Human Resources	106156L4	4	6	5-296
Deploy Staff	106158L4	4	3	5-298
Conduct Staff Performance Appraisal	106159L4	4	6	5-300
Handle Staff Complaints	106160L4	4	3	5-302
Handle Staff Accidents or Injuries	106162L4	4	6	5-304
Prevent General Accidents	106163L4	4	6	5-306
Provide Training to Clinical Care workers	106220L4	4	6	5-653
Provide Staff Training on Rehabilitation Care	106225L4	4	6	5-507

Management

Management

Management

Unit of Competency	Code	Level	Credit	Page No.
Case Management				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Comply with Ordinances and Codes of Practice	106217L2	2	3	5-272
Follow up Elderly care after hospital discharge	106218L3	3	3	5-617
Follow-Up the Elderly's Dietary Needs	110944L3	3	2	5-92
Refer elderlies to Appropriate Services	106197L4	4	2	5-94
Implement Case Management	106198L4	4	2	5-96
Evaluate the Effectiveness of Case Management	106199L4	4	2	5-98
Manage Elderly Persons Living Alone	110851L4	4	6	5-100
Arrange Living Aids	110928L4	4	2	5-80
Implement Comprehensive Case Management Plans	106200L5	5	2	5-102
Analysis on the Needs of the Elderlies and their Caregivers	106201L5	5	2	5-104
Develop Case Management Plans for Service Users of Ethnic Minorities or with Cultural Differences	110852L5	5	3	5-106
Refer the Elderly Persons in Need to Specialist Care Assessments	110907L5	5	1	5-694
Project Management				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Execute Projects According to the Guidelines	110853L2	2	1	5-378
Manage Human Resources	106156L4	4	6	5-296
Perform Project Management	110854L4	4	2	5-380
Compose Resource planning Proposal	106178L5	5	3	5-344
Compile Financial Reports	110936L5	5	6	5-362
Develop Financial Management Policies	110937L5	5	6	5-364
Assess the Effectiveness of Project Management	110855L6	6	2	5-382
Develop New Service Development Strategies	110856L6	6	2	5-384
Risk Management				
Perform Standardized Infection Control Measures	105998L2	2	9	5-11

Management

Home and Community Care

Unit of Competency	Code	Level	Credit	Page No.
Meal Service				
Meal Distribution (Service Unit)	110892L1	1	1	5-3
Meal Distribution (Elderly's Home)	110893L1	1	1	5-5
Execute the Occupational Safety and Health Guidelines	110929L1	1	6	5-268
Execute the Prevention of Communicable Diseases Guidelines	110930L1	1	6	5-270
Assist Elderly with Self-care Difficulties to Eat	106210L2	2	3	5-18
Prepare Meals for Elderlies with Eating Difficulties	106216L2	2	2	5-561
Perform Protective Measures Against Fecal-Oral Transmitted Diseases (Such as Drinking Water)	110902L2	2	2	5-572
Select a Balanced Diet	106004L3	3	3	5-37
Feed elderlies with Swallowing Difficulty	106066L3	3	3	5-615
Inspect Food Quality	110858L3	3	2	5-260
Arrange Meal Deliveries	110859L3	3	1	5-262
Follow-Up the Elderly's Dietary Needs	110944L3	3	2	5-92
Supervise Occupational Safety and Health Measures	110933L4	4	6	5-318
Formulate Guidelines on Environmental Safety	106180L5	5	9	5-346
Formulate Guidelines in Occupational Safety and Health	106181L5	5	6	5-348
Design Special Meals	110957L5	5	6	5-696
General Household Duties				
Organize Personal and Daily Care Items	106203L1	1	2	5-1
Execute the Occupational Safety and Health Guidelines	110929L1	1	6	5-268
Execute the Prevention of Communicable Diseases Guidelines	110930L1	1	6	5-270
Provide Household Cleaning Services	110860L2	2	2	5-254
Assist in Handling the Elderly's Laundry Needs	110861L2	2	1	5-256
Perform Protective Measures Against Vector-Borne Diseases (Such as Insects)	110903L2	2	2	5-574
Implement Guidelines on Environmental Safety (in Elderlies' home)	106151L3	3	6	5-488
Supervise Occupational Safety and Health Measures	110933L4	4	6	5-318

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Unit of Competency	Code	Level	Credit	Page No.
Formulate Guidelines on Environmental Safety	106180L5	5	9	5-346
Formulate Guidelines in Occupational Safety and Health	106181L5	5	6	5-348
Assess the Safety of Home Environments	110862L5	5	3	5-258
Escort and Mobility Support				
Execute the Occupational Safety and Health Guidelines	110929L1	1	6	5-268
Execute the Prevention of Communicable Diseases Guidelines	110930L1	1	6	5-270
Lift and transfer elderlies correctly	106212L2	2	6	5-559
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Assist in Shopping	110863L2	2	1	5-245
Accompany Outdoor Activities	110864L2	2	2	5-247
Arrange Transportation	110865L2	2	1	5-249
Escort the Follow-Up Consultation	110899L2	2	3	5-565
Perform Protective Measures Against Vector-Borne Diseases (Such as Insects)	110903L2	2	2	5-574
Provide Home Care Services	110926L2	2	2	5-58
Provide Escort Services	110927L2	2	2	5-60
Arrange Follow-up Medical appointments / Medical appointments	106010L3	3	2	5-576
Accompany in Handling Bank Affairs	110866L3	1	1	5-251
Supervise Occupational Safety and Health Measures	110933L4	4	6	5-318
Formulate Guidelines on Environmental Safety	106180L5	5	9	5-346
Formulate Guidelines in Occupational Safety and Health	106181L5	5	6	5-348
Emergency Support				
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Refer the Elderly Persons to Emergency Support Services	110867L4	4	1	5-202
Review and Follow-Up on the Quality of Emergency Support Services	110868L4	4	3	5-204
Provide Emergency Support Services	110869L4	4	3	5-206

Home and Community Care

Unit of Competency	Code	Level	Credit	Page No.
Develop Guidelines for the Provision of Emergency Support Services	110870L5	5	3	5-208
Develop Emergency Response Management Strategies	110871L6	6	6	5-210
Communication and Reporting				
Comply with Professional Ethics and the Code of Practice	110872L1	1	1	5-142
Master Communication Skills with Elderlies	106214L2	2	3	5-20
Master Communication Skills with the Families of the Elderlies	106215L2	2	3	5-22
Perform Handovers	110931L2	2	2	5-274
Regular Work Report	110873L3	3	1	5-144
Build Communication Channels between the Staff, Elderlies and their Families	106185L5	5	2	5-352
Develop Communication Channels and Confirmation Mechanisms Between Staff	110940L5	5	2	5-370
Environmental Safety Assessment and Maintenance				
Improve the Home Environmental Safety for Elderlies	106093L3	3	6	5-466
Implement Guidelines on Environmental Safety (Service Units)	106150L3	3	9	5-280
Implement Guidelines on Environmental Safety (in Elderlies' home)	106151L3	3	6	5-488
Follow-Up Home Repair Cases	110874L3	3	2	5-236
Provide Maintenance and Improvement on home environment	106143L4	4	2	5-237
Arrange for the Maintenance and Improvement of Home Environments	110875L4	4	3	5-239
Refer Home Repair Services for the Elderly Persons	110876L4	4	1	5-241
Monitor the Safety and Quality of Home Environments	110877L5	5	3	5-243

Gerontechnology

Unit of Competency	Code	Level	Credit	Page No.
Technologies for Functional Enhancement				
Understand the Basic Knowledge on Function Enhancing Technology	110878L1	1	1	5-711
Assist in the Appropriate Storage of Gerontechnology	110945L2	2	1	5-713
Assist in the Rental and Retrieval of Gerontechnology	110946L2	2	1	5-715
Assist the Elderly Persons and Carers in the Use of Gerontechnology	110895L3	3	6	5-623
Utilize Function Enhancing Technology	110915L3	3	6	5-501
Provide Staff Training Programs (Gerontechnology)	110934L4	4	6	5-717
Procure Gerontechnology	110947L4	4	2	5-719
Arrange for the Inspection, Repair and Maintenance of Gerontechnology	110948L4	4	1	5-721
Assess the Risks of Using Gerontechnology	110951L4	4	6	5-723
Monitor the Operation of Gerontechnology	110952L4	4	4	5-725
Execute Gerontechnology Introduction Projects	110953L4	4	5	5-727
Select Suitable Function Enhancing Technology for the Elderly Persons	110916L5	5	9	5-533
Develop Programs to Introduce Gerontechnology	110942L5	5	6	5-374
Assess the Elderly's Needs for Gerontechnology	110949L5	5	3	5-729
Assess the Effectiveness on the Use of Gerontechnology by the Elderly Persons	110950L5	5	3	5-731
Develop the Procurement Strategies for Gerontechnology	110954L5	5	6	5-733
Assess the Effectiveness of Gerontechnology Development Projects	110955L5	5	3	5-735
Monitor the Quality of Gerontechnology Projects	110956L5	5	2	5-737
Technologies for Enhancing the Quality of Life and Safety				
Understand the Basic Knowledge on the Technology that Improves Quality of Life and Safety	110879L1	1	2	5-708
Assist in the Appropriate Storage of Gerontechnology	110945L2	2	1	5-713
Assist in the Rental and Retrieval of Gerontechnology	110946L2	2	1	5-715

Gerontechnology

Gerontechnology

Unit of Competency	Code	Level	Credit	Page No.
Help the Elderly Persons Collect, View and Monitor Electronic Health Records	110932L3	3	1	5-292
Provide Staff Training Programs (Gerontechnology)	110934L4	4	6	5-717
Execute Electronic Health Record Projects	110935L4	4	2	5-320
Procure Gerontechnology	110947L4	4	2	5-719
Arrange for the Inspection, Repair and Maintenance of Gerontechnology	110948L4	4	1	5-721
Assess the Risks of Using Gerontechnology	110951L4	4	6	5-723
Monitor the Operation of Gerontechnology	110952L4	4	4	5-725
Develop and Monitor Security Measures for Electronic Data	110884L5	5	6	5-704
Assess the Effectiveness of the Electronic Health Record Program	110885L5	5	2	5-706
Develop Risk Management Plans	110938L5	5	9	5-366
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Develop Electronic Health Record Programs	110943L5	5	2	5-376
Assess the Elderly's Needs for Gerontechnology	110949L5	5	3	5-729
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Develop the Procurement Strategies for Gerontechnology	110954L5	5	6	5-733
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Gerontechnology

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

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	Performance Requirements
	1. Knowledge related to organizing elderlies' personal and daily care items
	
	    Be able to
	• 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:
	    o Those with dementia
	    o Post-stroke survivors
	    o Those with disabilities
	• Understand the guidelines and workflow laid down by the institution with respect to handling elderlies' private properties and important items
	
	2. Organizing elderlies' personal and daily care items
	
	    Be able to
	• Organize elderlies' personal and daily care items according to the procedures and guidelines of the institution including:
	    o Reviewing the space where elderlies keep their personal belongings
	    o Categorizing the items
	    o Returning stray items to the owners
	    o Checking the presence and the number of each item from time to time
	    o 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:
	    o Placing frequently used items at a reachable spot for post-stroke elderlies

Unit of Competency is applicable across different functional areas

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o 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

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirement of this Unit of Competency is:

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.

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

Unit of Competency is applicable across different functional areas

Title	Meal Distribution (Service Unit)
Code	110892L1
Range	This Unit of Competency is applicable to practitioners who provide catering services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to distribute meals to the elderly persons safely, accurately and efficiently, according to the organization's procedures and guidelines, the rules and regulations of the elderly canteen, and the work arrangements of the senior/supervisor.
Level	1
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly diet, food hygiene and elderly canteens
	
	• Understand the organization's guidelines and procedures for distributing meals
	• Understand the basic dietary needs of the elderly
	• Understand the basics of food hygiene, such as:
	  o Food storage temperature and time
	  o Raw and cooked food should be handled separately
	  o Do not cough, sneeze, etc., facing food
	• Understand the rules and operations of the elderly canteen, such as:
	  o The start and end time of meals
	  o Seating arrangements for the elderly
	  o Choice of meals for the elderly
	  o Special arrangements for the canteen, e.g., festive food
	  o Handling of special circumstances of the elderly, e.g., the elderly is late, absent, etc.
	• Understand the basic knowledge of allocating and distributing meals, such as:
	  o Ensure a hygienic environment
	  o Ensure dishes are clean
	  o Pay attention to personal hygiene, use of surgical gloves, masks and caps when distributing meals
	  o Appropriate use of auxiliary tools to ensure occupational safety, e.g., heat-resistant gloves, food tongs, scissors, etc.
	  o The correct use of kitchen facilities, e.g., water heaters, dining carts, blenders, etc.
	
	2. Meal distribution (service unit)
	
	• Appropriately distribute meals and portions according to the dietary needs of the elderly, such as:
	  o Allocate the required portion size according to the doctor's or dietitian's instructions
	  o Allocate special meals to patients with chronic diseases, e.g., chronic kidney disease, chronic liver disease, diabetes, gout, etc.
	  o Pay attention to necessary foods and foods to avoid for different chronic diseases
	• Prepare various needs in the dining hall before distributing meals, such as:
	  o Seat placement
	  o Distribution of tableware

Unit of Competency is applicable across different functional areas

	○ Check the meal reservation records for the elderly, etc. - Distribute meals to the elderly according to the guidelines of the organization, and the rules and work procedures of the elderly canteen, such as: ○ Distribution of meals at designated times ○ Ensure that the temperature of the meal is appropriate ○ Ensure the hygiene meets the standards ○ Ensure safe distribution of meals ○ Distribute meals according to the established order ○ Distribute meals according to the seat and meal choices of the elderly ○ Appropriate meal size additions ○ Distribute additional food e.g., on special days, etc. - After the meal is distributed, record the attendance of the elderly persons, if an elder who has ordered a meal did not attend, call the elder immediately to understand the situation, and decide on the meal management - When there is an incident during meal distribution, e.g., an elder expresses dissatisfaction on the meal size or complains about the food's taste, etc., maintain good customer service and immediately report the situation to the senior/supervisor for follow-up and improvement, etc. 3. Exhibit professionalism - Divide work tasks and distribute food utensils efficiently - Distribute meals to the elderly persons accurately according to their dietary needs - Provide good customer service when distributing meals to the elderly
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to distribute meals to the elderly persons safely, accurately and efficiently, according to the guidelines and procedures of the organization, dietary needs of the elderly persons; and - Able to understand the operation of the elderly canteen, follow the work arrangements of the senior/supervisor, and maintain good customer service to encourage joyous dining of the elderly.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Meal Distribution (Elderly's Home)
Code	110893L1
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to distribute meals to the elderly persons safely, accurately and efficiently, according to the organization's procedures and guidelines for home support services, the elderly's dietary needs, and the work arrangements of the senior/supervisor.
Level	1
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's diet and food hygiene
	
	• Understand the organization's guidelines and procedures for home support services on distributing meals
	• Understand the basic dietary needs of the elderly
	• Understand the special needs and arrangements of individual elderly meals, such as: diabetic meals, mushy meals, etc.
	• Understand the basics of food hygiene, such as:
	   o Food storage temperature and time
	   o Do not cough, sneeze, etc., facing food
	• Understand the basics of allocating meals, such as:
	   o Ensure the environment is clean and tidy
	   o Keep the meal containers clean
	   o Pay attention to personal hygiene, wear gloves, masks and caps when distributing meals
	• Understand the basic knowledge of distributing meals to the elderly's home, such as:
	   o Number of meals to be distributed daily, list of elderly persons and driving route
	   o The senior/supervisor's daily instructions on meal arrangements for the elderly, etc.
	• Understand the methods to handle special circumstances
	
	2. Meal distribution (elderly's home)
	
	• Distribute meals and portions according to the procedures of home support services, dietary needs and special circumstances of the elderly, such as:
	   o Distribute meals according to the menu adjusted by the senior/supervisor according to the elderly's health conditions
	   o Check the elderly's meal record book to understand the special circumstances of the meal distribution, such as: the elderly canceled the meal service due to follow-up consultation, the elderly will suspend the meal service for a period of time due to traveling or hospital admission, etc.
	• Perform sufficient preparations before meal distribution, such as:
	   o Arrange the meal containers, and ensure that there are sufficient numbers of meals to be distributed
	   o Check with the list of the elderly persons receiving meal services, to ensure that the meals can be distributed accurately
	   o Understand the information on driving/distribution routes, and arrange meals in the order of distribution, etc.

Unit of Competency is applicable across different functional areas

	- Distribute meals to the elderly according to the guidelines of the organization, and the rules and work procedures of the elderly canteen, such as: - Depart the bus at the designated time for meal distribution - Ensure that the temperature of the meal is appropriate - Ensure the hygiene meets the standards - Ensure the accurate distribution of meals - Distribute according to the established order, etc. - After the meal is distributed, retrieve the meal containers to ensure that there are enough meal containers to continue providing meal services - After completing meal distribution, return to the service unit/center and record the work - Methods to manage special circumstances during meal distribution, such as: - Unanswered doorbell: first call the elderly to check if they are at home, then check with the estate's management office if they know the whereabouts of the elderly. Immediately report the situation to the senior/supervisor if the elderly still cannot be found, so that they can perform appropriate follow-up on the situation, ensure their safety, and continue distributing meals to the next on the list to avoid delays - The elderly did not eat the last meal: discover the reason and observe if the elderly is unwell. Initially record the situation if the situation is not urgent. Immediately report to the senior/supervisor if the situation is urgent, in order to obtain their instructions for further actions 3. Exhibit professionalism - Divide work tasks, cooperate, and understand the work of different staff positions to improve work efficiency - Distribute meals to the elderly persons accurately and efficiently according to the relevant procedures - Be keenly observant when distributing meals, identify the elderly's special needs and provide timely reports to the senior/supervisor
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to distribute meals according to the organization's procedures and guidelines for home support services, and accurately distribute meals according to the elderly's dietary needs; and - Able to follow the arrangements of the senior/supervisor to safely and accurately deliver meals to the elderly, and report special circumstances to the senior/supervisor in a timely manner.
Remark	

Specification of Competency Standards
for the Elderly Care Service Industry
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	Performance Requirements
	1. Basic knowledge relevant to vital signs measurement
	
	    Be able to
	    • Understand the definition and content of vital signs including:
	        o Breathing rate
	        o heart rate
	        o Blood pressure
	        o Body temperature
	        o Blood oxygen level
	        o Level of pain on pain scale
	    • Understand the proper way to measure vital signs accurately such as:
	        o Breathing rate: by observation
	        o Heart rate: by feeling the radial pulse or carotid pulse, or by listening to the apical pulse with a stethoscope
	        o Blood pressure: by using electronic blood pressure machine (arm and wrist), or mercury column sphygmomanometer
	        o 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:
	        o Use protective suits, gloves, masks
	        o Wash hands properly
	        o Take disinfection measures
	    • Understand the medical devices and how to use them to measure vital signs
	
	2. Measuring vital signs
	
	    Be able to
	    • 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:
	        o Wear personal protective equipment including protective suits, masks and gloves, when handling highly infectious cases
	        o 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

Functional Area - Clinical Care

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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

3. Exhibit professionalism

During measurement of vital signs, ensure the accuracy of the measurement, respect and protect elderlies' privacy

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge of assistive living devices
	
	    Be able to
	• 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
	
	2. Assisting elderlies to use assistive living devices
	
	    Be able to
	• 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:
	    ○ 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
	
	3. Exhibit professionalism
	
	• 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:

Functional Area - Clinical Care

	• 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	

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

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	Performance Requirements
	1. Relevant knowledge on standard infection control measures
	
	    Be able to
	• 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:
	    o Concept of infectious diseases
	    o Awareness and maintenance of personal hygiene
	    o Proper use of face mask
	    o Proper hand washing techniques
	    o Proper use of personal protective equipment
	    o Proper way of donning and doffing personal protective equipment
	    o Disinfection procedures
	    o Proper handling of sharp items and needles
	    o Disposal of medical wastes and contaminated items
	
	2. Perform standard infection control measures
	
	    Be able to
	• 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:
	    o Clean and sterilize bedding, clothing and devices used by the elderlies
	    o Use a sharps box to collect contaminated /used sharp objects
	    o Properly dispose of dressing or medical wastes contaminated by blood or body fluid
	
	3. Exhibit professionalism
	
	    Be able toStrictly follow the standard infection control measures adopted by the institution

Assessment Criteria	The integrated outcome requirement of this Unit of Competency is:

Functional Area - Clinical Care

	• 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
for the Elderly Care Service Industry
Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on normal ageing
	
	    Be able to
	• Understand the definition of ageing and the various changes an ageing person experiences such as:
	    o Physiological changes
	    o Cognitive changes
	    o Psychosocial changes
	• Understand how normal ageing changes the daily life among the elderly such as:
	    o Loss of teeth affecting chewing and digestion
	    o 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:
	    o Diabetes
	    o High blood pressure
	    o Arthritis
	    o Emotional disorders such as depression and anxiety
	
	2. Recognize normal ageing
	
	    Be able to
	• Understand the deterioration of health conditions and functional declines of elderlies by different assessments such as:
	    o Daily observation
	    o Asking the elderlies directly
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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:

Functional Area - Clinical Care

	• 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	

Specification of Competency Standards
for the Elderly Care Service Industry
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	Performance Requirements
	1. Relevant knowledge on basic medical equipment
	
	Be able to
	• 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:
	   o Switch on / switch off
	   o Install and set up
	   o Safety precautions
	   o 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
	
	2. Ensure basic medical equipment functions properly
	
	Be able to
	• Regularly examine the basic medical equipment in accordance with the procedures and guidelines of the institution, such as:
	   o Check whether the main device and all accessories are in place
	   o Test whether the basic medical equipment functions properly
	   o Clean the basic medical equipment and accessories
	   o 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
	
	3. Exhibit professionalism
	
	Be able to
	• Ensure the basic medical equipment works according to the standards

Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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.

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

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	Performance Requirements
	1. Relevant knowledge on foot care
	
	    Be able to
	• 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:
	    ○ Skin abrasion
	    ○ Fungal infection (Onychomycosis)
	    ○ Tinea pedis
	    ○ Ingrown toenails
	    ○ Corns and calluses
	    ○ Sweaty feet
	• Understand the prevention of foot problems, such as:
	    ○ 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
	
	2. Provide foot care
	
	    Be able to
	• Provide foot care to elderlies in day-to-day care according to the foot care procedures and guidelines of the institution, such as:
	    ○ 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 scandals 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:
	    ○ 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

Unit of Competency is applicable across different functional areas

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○ 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

3. Exhibit professionalism

Be able to

Provide foot care to elderlies with patience
Examine foot conditions of elderlies carefully to identify their foot problems

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge on elderly's food consumption
	
	Be able to
	• Understand the procedures of institution in assisting elderlies to eat
	• Understand the common issues that affect eating among elderlies, such as:
	  o Limited mobility
	  o Refusal to eat.
	• Understand the skills to help elderlies eat
	• Understand the common dining aids for the elderly, such as:
	  o Forks and spoons with enlarged handles
	  o Forks and spoons with angled handles
	  o Anti-slippery mat etc.
	• Understand special meals and liquidized food common among elderlies, such as:
	  o Mushy rice
	  o Finely diced vegetables
	  o Congee with meat
	
	2. Assist elderlies to eat
	
	Be able to
	• Properly conduct preparation steps according to the institution's procedures regarding assisting elderlies to eat such as:
	  o Wash hands
	  o Prepare clean utensils and appropriate assistive devices
	  o Assist elderlies to stay in sitting position
	  o Put bibs under elderlies' chin
	  o 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:
	  o Face-to-face feeding and observe elderlies' conditions
	  o Limit each bite to one teaspoonful
	  o Ensure elderlies have swallowed the food before feeding another teaspoonful again
	  o Allow elderlies to take breaks and rest throughout the feeding process
	  o Encourage elderlies to feed themselves and guide them with verbal instructions
	  o Allow adequate time for swallowing
	• Keep the elderlies in proper position when dining and keep their head in upright position

Unit of Competency is applicable across different functional areas

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- 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:
  - Dining time
  - Portion size and appetite
  - Reaction during the meal

3. Exhibit professionalism

Be able to
- 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

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<tr>
<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- 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

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<td>Remark</td>
<td>Refer to Appendix 13.1 and 13.2 for the Code of Practice for Residential Care Homes (Elderly Persons) from the Social Welfare Department.</td>
</tr>
</table>

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

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	Performance Requirements 1. Communication skills with the elderly and relevant knowledge Be able to • Understand the process and different ways of communication • Understand common communication difficulties among elderlies, such as: 　o Hearing loss 　o Cognitive impairment 　o Slurred speech after stroke. • Understand the objective and subjective factors affecting communication, such as: 　o Noisy environment 　o Distracting environment that makes it difficult for elderlies to concentrate 　o Lack of suitable hearing aids 　o Personal bias 　o Poor timing 　o Attitudes of both parties • Understand the principles of communication with the elderly and the correct attitudes 2. Master the skills to communicate with elderlies Be able to • Apply the principle of communication correctly and display good attitude to elderlies in daily scope of work, such as: 　o Use eye contact 　o Use direct and simple phrases 　o Use appropriate tone and volume, avoid yelling at elderlies 　o Listen carefully, avoid speaking too slowly or too quickly 　o Do not rush elderlies to speak, do not lose your patience • Avoid responses that may offend elderlies, such as: 　o Ordering tone 　o Preachy tone 　o 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: 　o Hearing aids 　o Pictures 　o Body language.

Unit of Competency is applicable across different functional areas

	- Use specific communication skills according to individual's communication difficulties, such as: - 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 3. Exhibit professionalism Be able to - Avoid prejudice against and misunderstanding of elderlies during communication - Build a trustful relationship and respect elderlies by caring about their feelings
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	

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

Unit of Competency is applicable across different functional areas

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	Performance Requirements
	1. Communication skills with elderlies' families and relevant knowledge
	
	    Be able to
	  • Understand the communication process and different channels of communication
	  • Understand the objective and subjective factors affecting communication, such as:
	     o Noisy environment
	     o Distracting environment that makes it difficult for the audience to concentrate
	     o Personal bias
	     o Poor timing
	     o Attitudes of both parties etc.
	  • Understand the proper methods and attitudes when communicating with elderlies' families
	  • Understand the skills to handle complaints
	
	2. Understand the skills to communicate with elderlies' families
	
	    Be able to
	  • Use appropriate communication skills and display a pleasant attitude towards elderlies' families such as:
	     o Listen patiently to families' needs and demands
	     o Bear in mind that employees are here to provide services
	     o Show empathy
	     o Understand that families' intense emotion stems from their care for the elderlies
	     o 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
	
	3. Exhibit professionalism
	
	    Be able to
	  • 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	The integrated outcome requirements of this Unit of Competency are: • Ability to use appropriate skills for effective communication with elderlies' families; and

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

Unit of Competency is applicable across different functional areas

	• Ability to display good attitude when communicating with elderlies' families; to establish a trustful relationship together.
Remark	

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

Functional Area - Clinical Care

Title	Improve the Elderly's Sleep Quality
Code	110778L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide appropriate assistance and guidance to the elderly persons and their family members according to the assessment results and recommendations by medical professionals to improve the elderly's sleep quality.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the sleep quality
	
	• Understand the definition and content of sleep quality
	• Understand the characters of the elderly's sleep, such as:
	   o Reduced sleep time
	   o Easily awakened by external sounds
	   o The light sleep phase increases, and deep sleep phase decreases, etc.
	• Understand the factors that affect the sleep quality
	• Understand the methods to improve the elderly's sleep quality
	• Understand the methods to provide comfortable sleeping environments
	
	2. Improve the elderly's sleep quality
	
	• Ask medical professionals about the elderly's sleep problems and causes for them, and follow their instructions to guide the elderly and their family members on methods to improve sleep quality, and provide assistance as needed, such as:
	   o Assist the elderly persons to establish regular sleep schedules
	   o Avoid lifestyle habits that affect sleep, such as: smoking or drinking before going to bed, drinking caffeinated or stimulating beverages
	   o Remind the elderly persons to avoid UV light exposure before going to bed, such as: watching television, using computers and smartphones, etc.
	   o Assist the elderly persons to establish routine relaxation activities before going to bed, such as: drinking milk, bathing, listening to light music, etc.
	   o Arrange the elderly persons to establish moderate and regular exercise habits during the day, which could synergize with the effects of the outdoor sunshine
	   o Instruct the elderly persons to perform muscle relaxation exercises before going to bed
	   o Remind the elderly persons to take painkillers or relaxation medication prescribed by their doctors, such as: sleeping pills, etc.
	• Instruct the elderly persons and their family members to arrange comfortable sleeping environments at home, such as:
	   o Try to avoid placing objects that make noises in the bedrooms
	   o Adjust to a suitable room temperature
	   o Install night lights in bedrooms, halls and bathrooms according to the environment, in order to reduce anxiety
	   o Select suitable mattresses, pillow supports, or adjustable rehabilitation beds according to the elderly's physical condition, in order to achieve an appropriate sleeping posture, etc.

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

Functional Area - Clinical Care

	• Follow-up on the effectiveness of relevant measures and report the elderly's conditions to medical professionals 3. Exhibit professionalism • According to the elderly's different conditions, follow the instructions of medical professionals to guide the elderly persons and their family members on the methods to improve sleep quality, assist in arranging comfortable sleeping environments at home, and continue to execute measures to improve the elderly's sleep quality
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to follow the instructions and execute the recommendations and measures of medical professionals, and provide appropriate guidance and assistance to improve the elderly's sleep quality; and • Able to follow-up the execution of related sleep measures and report to medical professionals.
Remark	

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

Functional Area - Clinical Care

Title	Provide Oral Care
Code	110779L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to instruct the elderly persons and their family members on correct oral care, and provide home-based oral care for the elderly as needed, according to their oral conditions and the organization's guidelines and procedures, in order to keep their oral cavity clean and avoid problems.
Level	2
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on providing oral care
	
	• Understand the organization's oral care guidelines and procedures
	• Understand the oral conditions of the elderly persons
	• Understand the different oral care measures for the elderly persons, such as:
	    o Oral care measures for elderly persons who can take care of themselves
	    o Oral care measures for elderly persons wearing dentures
	    o Oral care measures for the elderly persons who are unconscious or bedridden for a prolonged period, etc.
	• Understand the common oral problems of the elderly persons and methods to manage them, such as:
	    o Tooth decay
	    o Periodontal disease
	    o Unstable dentures
	    o Inflammation of the oral cavity, etc.
	• Understand the assessment and advice of medical professionals on the elderly's oral cavity
	
	2. Provide oral care
	
	• Instruct the elderly persons and their family members on correct oral care in daily life according to the organization's guidelines and procedures, such as:
	    o Instruct the elderly to clean up food scraps in the oral cavity
	    o Instruct the elderly to select a toothbrush with suitable soft bristles
	    o Instruct the elderly to use a suitable interdental brush or dental floss to clean between their teeth
	    o Instruct the elderly to use mouthwash to rinse their oral cavity according to the recommendations by medical professionals, etc.
	• Instruct the elderly persons who wear dentures on appropriate oral care and the measures to clean dentures, such as:
	    o Instruct the elderly on the correct methods to remove dentures
	    o Use a soft toothbrush and small amount of detergent to clean the denture plate
	    o Rinse the dentures thoroughly
	    o Immerse dentures in clean water or special immersion liquid, etc.
	• Provide suitable oral care measures for the elderly persons who are unconscious or bedridden for prolonged periods, such as:
	    o Assist the elderly to lie on their sides or maintain a semi-Fowler's position, and put a bib under their jaw

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

Functional Area - Clinical Care

	o Use tongue depressors to open the elderly's mouth
	    o Use a cotton swab or wooden stick wrapped in gauze to clean the teeth, gums and tongue, avoid damaging the gums or oral mucosa, and prevent choking
	    o Apply lip balm to the elderly as needed, etc.
	• Correctly record the oral care measures provided to the elderly
	• Follow-up the elderly's performance in performing oral care
	• Observe the oral and dental conditions of the elderly, and assess if the dentures are damaged and suitable, and immediately report to medical professionals if problems arise
	
	3. Exhibit professionalism
	
	• Instruct the elderly persons and carers on the correct oral care according to the assessment and advice by medical professionals on the elderly's oral cavity
	• Patiently and carefully provide oral care for the elderly persons in need
	• Carefully examine the elderly's oral cavity and discover oral problems as early as possible

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to correctly instruct the elderly persons and their family members and provide oral care according to the organization's nursing guidelines and procedures, and the assessments and advice by medical professionals on the elderly's oral cavity, in order to keep the elderly's oral cavity clean and avoid problems.
Remark	

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

Functional Area - Clinical Care

Title	Assist the Elderly Persons in Their Personal Hygiene and Personal Care
Code	110780L2
Range	This Unit of Competency is applicable to practitioners who provide basic community personal care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to assist the elderly persons in personal hygiene and personal care according to the organization's guidelines and procedures, in order to meet their basic needs and improve their quality of life.
Level	2
Credit	9 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the personal hygiene and personal care for the elderly persons
	
	• Understand the responsibilities and roles of staff engaged in the personal care for elderly persons
	• Understand the organization's guidelines and procedures for managing the elderly's personal hygiene and personal care
	• Understand the basic knowledge on the personal hygiene and personal care for elderly persons, such as:
	    o Body cleaning and bathing
	    o Dressing and changing
	    o Kempt appearance
	    o Skin care
	    o Toileting, incontinence care
	    o Assist in eating and feeding
	    o Escort skills, etc.
	• Understand the methods to identify the elderly's physical condition and needs, such as:
	    o Elderly persons with poor mobility
	    o Elderly persons with dementia, etc.
	• Understand the methods to identify the skills and techniques to assist the elderly persons in managing personal hygiene and personal care, such as:
	    o Execute in different working environments, such as: the corresponding measures in Day Care Centres for the Elderly, homes, etc.
	    o Assist different cases, such as: skills for the elderly persons with poor mobility, dementia, etc.
	    o Methods of use of common equipment and auxiliary tools
	    o Participation and the role of carers
	    o Precautions, such as: providing simple and clear instructions to the elderly, washing and scrubbing lightly when bathing, etc.
	• Understand the relevant knowledge on occupational safety and health, such as: physical labor, infection control, etc.
	• Understand how the medical professionals state the content and requirements of the elderly's personal care plans
	• Understand the extent to which the carer could participate and provide assistance
	• Understand the organization's privacy policy
	
	2. Assist the elderly persons in personal hygiene and personal care
	
	• Understand the elderly's needs for assistance and basic care, such as:
	    o Mobility, ability to swallow, degree of incontinence

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

Functional Area - Clinical Care

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  Skin conditions, such as: cracks, rash, etc.
  Personal preference, etc.

Consider the safety of relevant procedures before execution, to ensure the elderly's safety, such as:

  Ensure that appropriate assistance can be provided, and seek assistance as needed
  Consider the risks that related procedures may bring, and take adequate safety measures, etc.

Cooperate and assist in the elderly's personal hygiene and personal care, according to the organization's guidelines and procedures and the contents of their personal care plan developed by medical professionals, such as:

  Prepare suitable attire and wear personal protective equipment as needed
  Prepare the necessary equipment and tools
  Prepare the environment, such as: removing obstacles, adjusting the room temperature and airflow, playing music that the elderly likes, etc.
  Explain the steps to be taken with the elderly/carer in order to obtain their cooperation
  Ensure the safety of the process and comply with the therapist's instructions
  Use the correct methods of transferring, supporting and feeding
  Correctly use equipment and auxiliary tools, such as: armrests, shower chairs, commodes, walking frames, special tableware, etc.
  Appropriate skin care or nail trimming, if skin rashes occur, apply ointment and use cotton clothes as instructed by the doctor
  If the elderly is suspected to be unwell, immediately suspend the nursing procedures and report the situation in order to ensure the elderly's safety, etc.

Record relevant information after completing the relevant procedures, such as:

  Date and time
  The elderly's condition before and after care
  Emergency incidents, accidents, etc.

Observe the oral and dental conditions of the elderly, and assess if the dentures are damaged and suitable, and immediately report to medical professionals if problems arise

3. Exhibit professionalism

Assist the elderly persons in their personal hygiene and personal care, ensure their safety and hygiene, and protect their personal privacy
Attend to the elderly's daily needs and maintain a kempt appearance for their dignity

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to comply with the organization's guidelines and procedures for managing the elderly's personal hygiene and personal care, and the content and requirements by the medical professionals on their personal care plan, in order to meet their basic needs and improve their quality of life.

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

Unit of Competency is applicable across different functional areas

Title	Assist in Health Groups and Activities
Code	110894L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide suitable health groups and activities for the elderly persons to improve their health conditions, according to the senior/supervisor's established arrangements and guidelines and the health needs of the elderly persons.
Level	2
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on health groups and activities
	
	• Understand the organization's plans and practice manual on health groups and activities
	• Understand the importance of health groups and activities and the purpose of participation, such as:
	    o Raise the elderly's attention to their health
	    o Deepen the understanding of the concept of elderly health
	    o Methods to improve their own health
	    o Learn about resources and information related to the health of the elderly, etc.
	• Understand the content and details of the execution of health groups and activities, such as:
	    o Group objective, content and process
	    o Number of participants
	    o Target group
	    o Execution model
	    o Required materials
	    o Anticipated difficulties and their solutions
	    o Assessment methods, etc.
	• Understand the basic information related to the health of the elderly, such as: chronic diseases of the elderly, etc.
	• Understand the skills needed to execute health groups and activities
	• Understand the requirements and assessment methods of the senior/supervisor in the execution of health groups and activities
	
	2. Assist in health groups and activities
	
	• Provide health groups and activities for the elderly according to the schedule arranged by the senior/supervisor
	• Before organizing groups and activities, assist in recruiting suitable participants by using various methods, to ensure the cost-effectiveness of the groups and activities, such as:
	    o Event notice board
	    o Event newsletter
	    o Distribute leaflets to the elderly persons and their family members
	    o Individual invitations, etc.
	• Assist in providing groups and activities of different contents or categories, to meet the requirements of the senior/supervisor and the health needs of the elderly, such as:
	    o Physical health, such as: disease prevention, pain management, etc.
	    o Psychological and mental health, such as: elderly depression, dementia, etc.
	    o Health information, such as: medication management, healthy diet, etc.

Unit of Competency is applicable across different functional areas

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- Perform adequate preparations before the groups and activities according to the instructions by the senior/supervisor, such as:
    - Provision of materials
    - Environment layout
    - Understand the basic information and health conditions of the participants
    - Preview the content and procedures of the group activities, etc.
- Explain the purpose and procedures of the group activities to the elderly persons
- Utilize appropriate skills when assisting in leading groups and activities to help achieve its goals, such as:
    - Amend the content and procedures of the groups and activities, according to the requirements of the senior/supervisor and the elderly's immediate response, in order to meet the needs of the elderly
    - Utilize appropriate electronics, such as: play short videos on a big screen, to enhance the elderly's acceptance of the content
    - Display tools or equipment related to the content of the group and activity, such as: body fat measurement instrument, medicine divider, etc., so that the elderly persons can further understand relevant knowledge
    - Arrange simple and suitable games for the elderly persons, and provide rewards and appreciation when appropriate, according to the requirements of the senior/supervisor, in order to enhance the joy of participating in groups and activities
    - Provide time for Q&A, so that the elderly persons could ask questions related to the content of health and activities, to help improve the attention on their own health
- Use various methods to collect feedback from the elderly on their opinions of the session after the health group and activity, such as:
    - The participant's instant reactions
    - Attendance rates per session
    - Questionnaires
    - Direct interviews, etc.
- Record the elderly's questions in groups and activities, and submit them to the senior/supervisor for analysis and follow-up purposes
- Record and appropriately store the information of the group and activity after its completion
- Identify areas of improvements and make amendments according to the opinions of the participants and the instructions by the senior/supervisor

3. Exhibit professionalism

- Perform preparatory work of the groups and activities according to the instructions by the senior/supervisor, and basic health information of the elderly persons
- Understand the knowledge and skills of leading health groups and activities, to ensure the relevant health information can be delivered to the elderly
- Suggest areas of improvements according to the opinions of the participants and the instructions by the senior/supervisor

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<tr>
<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to prepare and assist in leading health groups and activities according to the arrangements, guidelines and requirements of the senior/supervisor, as well as the health needs of the elderly; and
- Able to respond to the purpose of the health group and activity, and assist in assessing, identifying and suggesting areas of improvements according to the opinions of the

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

Unit of Competency is applicable across different functional areas

	participants and the instructions by the senior/supervisor, in order to improve the health of the elderly.
Remark	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on basic medical equipment
	
	    Ba able to
	• 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:
	    o Turning equipment on and off
	    o Installation and setting
	    o Safety precautions
	    o Operation procedures
	    o User posture and assistance that needs to be provided
	    o Accessories and supplies required
	• Understand the safety and infection prevention requirements before using basic medical equipment
	
	2. Use basic medical equipment
	
	    Be able to
	• Use basic medical equipment appropriately and follow the procedures and guidelines of the institution
	• Perform preparation work appropriately before using basic medical equipment including:
	    o Ensure basic medical equipment functions properly
	    o Take infection prevention measures when using basic medical equipment, such as:
	        ▪ 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
	    o Prepare the required basic medical equipment and the accessories
	    o 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
	    o Place the basic medical equipment and associated supplies in a suitable and secured area
	    o Prepare a comfortable place for elderlies, and choose a posture they feel comfortable in
	    o 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.

Functional Area - Clinical Care

	o 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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	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.

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

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	Performance Requirements 1. Relevant knowledge on vital signs 　　Be able to ● Understand the definition, criteria and reference range of vital signs, such as: 　　○ 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: 　　○ Choose appropriate devices and use them properly 　　○ Interpret results correctly and analyse the data ● Understand the factors that affect the vital signs among elderlies 　　○ Psychological conditions, such as anxiety 　　○ Illness 　　○ Degeneration due to ageing 　　○ Use or cessation of medication 　　○ Current treatment 　　○ Previous records of vital signs 2. Monitor the vital signs 　　Be able to ● 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

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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Employees performing this unit of competence are supposed to have acquired some knowledge on vital signs and the skills required to measure such signs.

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

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	Performance Requirements
	1. Relevant knowledge on balanced diet
	
	    Be able to
	• Understand the basic concepts of nutrition
	    o Grasp basic theories on nutrition, such as food types, nutrient types and their importance
	    o 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
	
	2. Choose a balanced menu
	
	    Be able to
	• Choose an appropriate menu based on the nutritional requirements of elderlies. Consider the following factors:
	    o Principle of balanced diet
	    o Nutritional needs of an individual
	    o Choose food with low salt, low sugar, and low fat content, but with high fibre content
	    o Avoid food that irritates the alimentary canal, such as deep fried or spicy food
	• 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:
	    o Use less salt in cooking, use natural herbs and spices as seasoning instead
	    o Choose cooking methods with less oil
	    o 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:
	    o Avoid animal-based items like meat and eggs when preparing meals for vegetarians; some of them don't even eat onion and garlic
	    o Avoid pork or beef for those who don't eat them due to religious reasons
	
	3. Exhibit professionalism

Functional Area - Clinical Care

	Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on care for Activities of Daily Living (ADLs) of elderlies
	
	    Be able to
	• Understand the range of Activities of Daily Living (ADLs), for example,
	    o Brushing teeth and washing face
	    o Showering
	    o Dressing and undressing
	    o Eating
	    o Transferring between bed and chair
	    o Urinary and faecal continence
	    o Walking and ambulating
	    o 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
	
	2. Provide care for Activities of Daily Living (ADLs) of elderlies
	
	    Be able to
	• 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,
	    o Prepare clothing, towel, shower gel and assistive devices before shower
	    o Assist elderlies to safely enter shower stall or bath tub
	    o When assisting elderlies to get changed, give them verbal instructions or provide operative assistance
	    o Take safety precautions, use shower chair, anti-slippery mat and handrails
	    o Correctly support and walk with elderlies to the washroom
	    o 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

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

Functional Area - Psychosocial & Spiritual Care

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• Report to healthcare professionals when noticing an obvious change in elderlies' ability

3. Exhibit professionalism

Be able to
• 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

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<td>Assessment Criteria</td>
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The integrated outcome requirement of this Unit of Competency is:

• 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)

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

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	Performance Requirements
	1. Relevant knowledge on care for Instrumental Activities of Daily Living (IADLs) of elderlies
	
	Be able to
	• Understand the range of Instrumental Activities of Daily Living (IADLs), for example,
	  o Shopping
	  o Use public transport when going out
	  o Cooking
	  o Do housework
	  o Wash clothes
	  o Use telephone
	  o Take medication
	  o 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
	
	2. Provide care for Instrumental Activities of Daily Living (IADLs) of elderlies
	
	Be able to
	• 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,
	  o 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
	  o 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
	  o Give guidance to elderlies for them to sort medication and remind them to take drugs according to instructions
	  o Assist elderlies to prepare ingredients for cooking, and allow them to cook
	  o 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,
	  o Allow elderlies to choose the ingredients they want and cook them the way they prefer

Functional Area - Psychosocial & Spiritual Care

	o 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Utilize Gerontechnology
Code	110896L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to understand the gerontechnology that improves quality of life and safety, appropriately and safely utilize relevant technology according to service needs and the organization's guidelines, in order to improve work efficiency and the elderly's quality of life.
Level	3
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on gerontechnology • Understand the related knowledge and methods to use gerontechnology purchased and rented by the organization, such as: o Types and suitable service targets o Purpose and the correct methods of use o Cleaning and maintenance methods o Repair methods, etc. • Understand the importance on the correct use of gerontechnology for the organization and service users, such as: o Reduce the risk of injuries and accidents on duty for staff that take care of the elderly persons o Improve the effectiveness of caring for the elderly persons o Improve the quality of life of service users, etc. • Understand the methods and skills to correctly and safely use gerontechnology • Understand the basic knowledge of laws, guidelines and codes of practice related to the operation of supervised services, such as: o "Electrical Products (Safety) Regulation" o "Personal Data (Privacy) Ordinance" o "Prevention of Bribery Ordinance" o "Sample Code of Conduct for Non-Governmental Organizations" o Related guidelines developed by the organization, etc. 2. Utilize gerontechnology • Correctly and safely utilize appropriate gerontechnology according to the organization's guidelines, required conditions and related laws, such as: o Instructions from the elderly's medical reports o Advices from the senior/supervisor/medical professionals o Supervision of relevant staff o Relevant training, etc. • Utilize relevant gerontechnology according to the service needs of the elderly and the organization's guidelines such as: o Mobile interactive floor projection o Assess the risks of using gerontechnology (multi-sensory therapy) o The functional electronic stimulation system o Smart photo album o Ultra-short throw interactive projector o Smart table/Smart floor/Smart projector

Unit of Competency is applicable across different functional areas

	- Execute safety measures when using gerontechnology, in order to ensure the elderly's safety and avoid them wandering off - Take measures to ensure the safe use of gerontechnology, such as: - Regular maintenance and repair - Clearly post the equipment name and simple usage instructions on the equipment - Understand that the gerontechnology must be used under the supervision of relevant staff - Immediately cease the gerontechnology's operation and its usage when it malfunctions, arrange for qualified personnel/supplies to inspect and provide appropriate maintenance as soon as possible, and post relevant reminders to ensure that other staff and elderly persons become aware of the malfunction in order to ensure the safety, etc. - Appropriately record the process and store the gerontechnology after its use - Review the usage time, frequency, operating staff, etc., of gerontechnology, identify areas of improvements and perform amendments accordingly 3. Exhibit professionalism - Comply with the organization's guidelines and relevant laws related to the use of gerontechnology, in order to ensure the safety of the staff and elderly persons
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to appropriately and safely utilize gerontechnology according to the elderly's service needs and the organization's guidelines, in order to improve the staff's work efficiency and the elderly's quality of life.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Utilize Community Support and Health Monitoring Technology
Code	110897L3
Range	This Unit of Competency is applicable to practitioners who provide electronic health record services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to utilize community support and health monitoring technology according to relevant procedures and guidelines, in order to improve the elderly's health management abilities.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the community support and heath monitoring technology
	
	• Understand the community support and health monitoring technology used by the organization, such as:
	    o Related computer software
	    o Mobile health monitoring equipment for the elderly
	    o Sphygmomanometer
	    o Equipment for monitoring blood glucose levels
	    o Equipment to measure the height and weight to monitor the elderly's the average BMI, etc.
	• Understand the methods and procedures for using community support and health monitoring technology, such as:
	    o Methods to power on/off
	    o Methods of installation and configuration
	    o User's posture
	    o Detailed operation steps, such as: the blood pressure monitor in the "Jockey Club Community eHealth Care Project", such as:
	        ▪ Ensure that correct placement of the sphygmomanometer, and the user's arm posture is positioned at the level of the heart
	        ▪ Insert the arm into the sphygmomanometer
	        ▪ Wait for the button on the tablet has changed to [STOP]
	        ▪ Press the [START/STOP] button to commence blood pressure measurement
	        ▪ A "beep" signals the blood pressure has been measured, and the tablet will display the measurement
	        ▪ Press the [Confirm] button on the tablet, etc.
	• Understand the basic functions of monitoring technology, such as:
	    o Mobile phone with safety bell service for 24-hour emergency help service
	    o Utilize equipment to measure the vital signs for service users within the organization, and upload the information to the cloud and monitoring center in order to provide support, etc.
	• Understand the scope of providing monitoring technology, such as:
	    o Mobile phones and safety bells can be carried around and used at home and anywhere the elderly travels
	    o Equipment used to measure vital signs within the organization and equipment connected to the cloud can only be used within the elderly home, etc.
	• Understand the infection control and safety measures of using community support and health monitoring technology

Unit of Competency is applicable across different functional areas

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Understand the expendable materials related to community support and health monitoring technology, such as: single-use massage disposable safety lancets for blood glucose sampling, single-use cotton wool for disinfection
Understand the normal values for electronic health record data
Understand the communication methods and attitudes with the elderly persons and carers during the assessment

2. Utilize community support and health monitoring technology

Correctly utilize community support and health monitoring technology according to the organization's guidelines
Perform appropriate preparations before using the equipment, such as:

  Ensure the appropriate equipment used and operation methods
  Ensure infection control measures are taken when medical equipment is involved, such as:

    When measuring blood glucose, use single-use massage disposable safety lancets, and disinfect the wound, etc.

  Confirm the identity of the elderly and arrange for the use of community support and health monitoring technology
  Arrange waiting time as needed, such as: in situations where the elderly needs stay still for a period before using the sphygmomanometer
  Place the equipment in safe and suitable locations
  Position the elderly persons in comfortable postures, etc.

Ensure the community support and health monitoring technology is functioning normally, and pay attention to the elderly's condition during its use
Dispose of single-use materials in designated waste bins or plastic bags for medical waste after its use, such as: dispose used blood glucose sampling needles in non-leak, water-proof sharps box
After the equipment is used, inspect for its normal functioning and store them in appropriate locations

3. Exhibit professionalism

Protect and respect the elderly's privacy when utilizing community support and health monitoring technology
Ensure that safety and infection control measures are taken when utilizing community support and health monitoring technology
Ensure good communication with the elderly persons, so that they clearly understand the operation and functions of the equipment

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to perform adequate preparations, safely and correctly utilize community support and health monitoring technology, according to the organization's procedures, in order to improve the elderly's health management abilities.

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

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	Performance Requirements
	1. Relevant knowledge on basic personal care plan for elderlies
	
	    Be able to
	• 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
	
	2. Design basic personal care plan for elderlies
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

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

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Employees implementing this Unit of Competency are supposed to have knowledge on the health condition of and the care procedures for the elderlies.

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

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	Performance Requirements
	1. Relevant knowledge on basic personal care
	
	    Be able to
	• 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
	
	2. Supervise the quality of basic personal care
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

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

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Employees implementing this unit of competency are supposed to have knowledge on care service procedures.

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

Unit of Competency is applicable across different functional areas

Title	Promote Health Education
Code	110898L5
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess and analyze the elderly's and carer's health needs, select appropriate health education content, and execute health education for them using appropriate methods, in order to improve their health quality, promote the establishment of healthy lifestyles, and prevent diseases.
Level	5
Credit	4 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on health education
	
	• Understand the definition and concepts of health
	• Understand the physical, psychological, social and spiritual changes of the elderly persons
	• Understand the methods to promote health, such as:
	   ○ Good living habits
	   ○ Principles of the healthy diet
	   ○ Regular and moderate exercise
	   ○ Regular physical examination
	   ○ Maintain cheerful moods
	   ○ Methods to de-stress
	   ○ Maintain social circles, etc.
	• Understand the relevant knowledge on the common diseases of the elderly, including the causes, signs and symptoms, diagnosis, nursing and treatment methods, such as:
	   ○ Dementia
	   ○ Cardiovascular diseases
	   ○ Diabetes mellitus
	   ○ Stroke
	   ○ Chronic kidney disease
	   ○ Pain, etc.
	• Understand the different levels of disease prevention, such as:
	   ○ Primary Prevention: hygiene to prevent disease
	   ○ Secondary Prevention: methods to detect the occurrence of signs and symptoms of the disease, early diagnosis to prevent deterioration
	   ○ Tertiary Prevention: appropriate management of the disease, decrease the progression of the disease, prevent complications and recurrence
	• Understand the elderly's and carer's common misunderstandings on health and diseases, such as:
	   ○ Confusing the aging process with disease symptoms
	   ○ Exercise causes arthritis and pain
	   ○ Reduce the activity to avoid the risks of falling, etc.
	• Understand the current health-related issues in the society, such as: the spread of communicable disease, self-health management, medical policies and welfare, etc.
	• Understand the methods to distinguish the authenticity of health information, etc.
	• Understand the methods and skills of health education, such as:

Unit of Competency is applicable across different functional areas

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- o Execution models, such as: lectures, workshops, groups, brochures, carnivals, online activities, etc.
  - o Advertisement methods
  - o Manpower and resource arrangements, etc.
- Understand the resources related to health education, such as:
  - o The Hospital Authority's Community and Patient Resource Centers and Health Resource Centers
  - o The Department of Health's Elderly Health Centers
  - o The Leisure and Cultural Services Department's Elderly Fitness Program
  - o Patient organization, medical information websites, etc.

2. Promote health education

- Assess the elderly' and carer's needs to determine the direction and content of health education, such as:
  - o District Elderly Community Centers and Neighborhood Elderly Centers focus on health issues that concern the elderly persons, such as: common diseases and their methods of prevention, etc.; or organize body check activities, such as: blood glucose testing, psychological surveys, etc.
  - o Day Care Centres for the Elderly focus on the elderly's and carer's needs
- Arrange the priority of health education to meet the elderly's and carer's needs
- Design and execute health education plans and its content, such as:
  - o Health education topics
  - o Activity goals
  - o Speaker requirements
  - o Audience and expected attendance
  - o Execution method, date and location
  - o Required materials
  - o Financial budget
  - o Staffing arrangements
  - o Advertisement methods, etc.
- Invite appropriate professionals to help explain and execute health education, according to the needs of the plan, such as: specialist doctors, clinical psychologists, nutritionists, etc.
- Ensure that the content of health education is clear and easy to understand for the elderly persons and carers
- Review the effectiveness of the program execution, and propose improvements accordingly, in order to optimize the health education plan
- Collect the latest updates and information on community health, and distribute them to the elderly persons and carers

3. Exhibit professionalism

- Ensure that the information provided by the health education activities are accurate and up to date, in order to achieve the expected results
- Meet the elderly's and carer's abilities, utilize appropriate teaching materials and methods, and continue to review and suggest improvements accordingly

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The integrated outcome requirements of this Unit of Competency are:

- Able to analyze the elderly's and carer's health needs and design specific and feasible health education programs to improve their health quality, promote a healthy lifestyle and prevent diseases in the community; and

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Unit of Competency is applicable across different functional areas

	• Able to review, amend and improve the contents of health education plans, and ensure that its contents meet the elderly's and carer's needs.
Remark	Practitioners who perform this UoC possess knowledge on the elderly's diseases and health promotion methods.

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

Functional Area - Psychosocial and Spiritual Care

Title	Assist in Providing Carer Group Activities
Code	110821L2
Range	This Unit of Competency is applicable to practitioners who provide carer group activities in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to assist the senior/supervisor in providing suitable group activities for the carers according to the organization's procedures and guidelines, in order to improve the carer's quality of life.
Level	2
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on carer group activities
	
	• Understand the date, time and location of the recruitment of carer group activities
	• Understand the importance of participation and objectives of carer group activities, such as:
	    o Relieve stress for the carers
	• Understand the materials required when recruiting participants, such as:
	    o Audiovisual equipment
	    o Stationery
	    o Leaflets
	    o Application forms, etc.
	• Understand the date, time, location, content, process and practice manual of providing carer group activities
	• Understand the materials required for providing carer group activities, such as:
	    o Audiovisual equipment
	    o Stationery
	    o Site layout plan
	    o Roll call table
	    o Game materials
	    o Camera, etc.
	• Understand the basic skills for the communication with carers
	• Understand the review procedures and performance indicators after the carer group activity
	• Understand the materials required for carer group activity reviews, such as:
	    o Audiovisual equipment
	    o Review form
	    o Stationery, etc.
	• Understand the requirements and assessment methods of the senior/supervisor in providing carer group activities
	
	2. Assist in providing carer group activities
	
	• Provide group activities for the carers according to the plans and schedules developed by the senior/supervisor
	• Comply with the instructions of the senior/supervisor to assist them in advertisement and accept participant registrations through different methods, such as:
	    o Prepare the introduction of audiovisual equipment at regular member meetings
	    o Create a poster and post it on the event notice board
	    o Hand banners where appropriate

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	○ Individually invite the participants through phone calling ○ Social media promotion, etc. - Perform adequate preparations before the group activities according to the instructions by the senior/supervisor, such as: ○ Inform the participants of the date, time and location of the event ○ Provision of materials ○ Venue layout ○ Audiovisual facilities, etc. - Understand the appropriate skills of assisting in group activities, in order to achieve their expected goals, such as: ○ Comply with the instructions to appropriately settle and accompanying elderly persons in need of care ○ Arrange for the carers to be seated ○ Record the attendance of the carers ○ Contact and follow-up with the carers who have failed to attend ○ Provide materials and audiovisual facilities according to the schedule ○ Take photos of the event to keep as records ○ Provide assistance according to the preset instructions or the immediate instructions by the senior/supervisor as necessary, etc. - Comply with the preset procedures by the senior/supervisor to assist in the assessment and review of the group activity on its completion, such as: ○ Distribute and collect questionnaires and stationery ○ Comply with the instructions and explain the contents of the questionnaire to the carer, etc. - After the completion of the event, collect materials, clean up the venue and appropriately store the activity records - Identify areas of improvements and make amendments according to the opinions of the participants and the instructions by the senior/supervisor 3. Exhibit professionalism - Perform preparations for the carer group activities according to the instructions by the senior/supervisor and the carer's needs - Understand the knowledge and skills for leading carer group activities, to ensure the information related to the carers can be passed on to the elderly persons - Suggest improvements according to the opinions of the participants and the instructions by the senior/supervisor
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to perform preparations and assist in leading suitable carer support group activities according to the arrangements, guidelines and requirements of the senior/supervisor and the carer's needs; and - Able to assist in reviewing, identifying and suggesting areas of improvement according to the objective of the carer group activities, opinions of the participants and instructions by the senior/supervisor, in order to improve the carer's quality of life.
Remark	

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Unit of Competency

Functional Area - Psychosocial and Spiritual Care

Title	Identify The Carer's Psychological Stress
Code	110822L2
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to identify the carers that have psychological stress, according to the organization's guidelines and procedures, and report the situation to the senior/supervisor.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on identifying the carer's psychological stress • Understand the organization's assessment process for the carer's psychological stress, such as: o Detect the pressure of the carer o Report to the senior o The senior/supervisor interviews the carer for further assessment o The senior/supervisor provides appropriate services, etc. • Understand that all information must be kept confidential when identifying the carer's psychological stress • Understand the communication methods with the carers while identifying for psychological stress, such as: o Listen patiently o Do not blame or criticize o Maintain unbiased attitudes o Understand the carer's burdens o Maintain caring and respectful attitudes, etc. • Understand the source and characteristics of the carer's psychological stress, such as: o Social factors: lack of social life due to attending the elderly persons may cause them to ignore their own needs and lose their personal space o Psychological factors: attending to the elderly persons for prolonged periods may cause physical and mental exhaustion and mental stress, leading to negative emotions such as anxiety and depression, and may even cause them to vent their negative emotions on the elderly persons and their family members, thereby affecting their relationships. They may also feel excessively guilty, helpless and that they have not taken care of the elderly properly, believing they are held responsible for the elderly's condition o Resource factors: they lack adequate knowledge, skills, social support or resources when attending to the elderly persons, which increases their stress o Economic factors: as the elderly's self-care ability and physical functions declines, the expenses of the carers increase, such as: changing the elderly's home furniture, purchasing rehabilitation equipment, nutritional food, diapers and other nursing products 2. Identify the carer's psychological stress • Execute procedures to assist in identifying the carer's psychological stress, according to their needs, the organization's service content, and the environmental facilities, such as:

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	o In familiar working environments, such as: carefully observe for the carer's signs of psychological stress, and identify suspected cases in the center or their homes o Show care to the carer o Briefly record the content of the meeting o Report to the senior/supervisor 3. Exhibit professionalism • Comply with the "Personal Data (Privacy) Ordinance" when identifying the carer's psychological stress • Maintain the correct communication methods and Attitudes when identifying the carer's psychological stress • Understand the source and characteristics of the carer's psychological stress
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to identify the carer's that have psychological stress based on their signs.
Remark	

Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Provide Home Care Services
Code	110926L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide home care services for the elderly persons according to the organization's guidelines and procedures on caregiving services, as well as the elderly's needs.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on caregiving services
	
	• Understand the organization's guidelines and procedures for home care services
	• Understand the organization's guidelines on occupational safety and health
	• Understand the purpose of home care services, such as:
	   o Attend to the elderly persons, solve their daily problems and assist in their daily needs
	   o Ensure the elderly's safety at home
	   o Accompany the elderly persons, reduce their loneliness, and support their emotional needs, etc.
	• Understand the various aspects on the elderly's condition, and the assistance they require, such as:
	   o Chronic disease
	   o Mobility
	   o Cognitive ability
	   o Mental status
	   o Medications, etc.
	• Understand the relevant service content and their required skills
	• Understand the work arranged by the senior/supervisor
	
	2. Provide home care services
	
	• Understand the elderly's condition and required assistance from the senior/supervisor, and prepare appropriate materials according to the organization's guidelines and procedures on caregiving services
	• Provide home care services according to the arrangements by the senior/supervisor, as well as the elderly's needs, such as:
	   o To attend to the elderly persons, depending to their cognitive abilities and weather conditions, remind them to wear or remove clothes, assist in putting on and taking off clothes, assist in toileting, etc.
	   o To ensure the elderly's safety at home, assist them when going to the toilet
	   o To accompany the elderly persons, talk to them and attend to their emotions
	• Utilize the appropriate and correct skills according to the elderly's physical conditions, such as:
	   o Transfer and support skills
	   o Skills for using wheelchairs, etc.
	• Ensure self-protection to avoid strains or injuries when providing services, according to the organization's occupational safety and health guidelines, such as:
	   o Maintain the correct posture

Unit of Competency is applicable across different functional areas

	o Use energy conserving techniques, etc. • Report the elderly's condition to the senior/supervisor in a timely manner 3. Exhibit professionalism • Ensure compliance with the organization's guidelines and procedures when working • Understand the elderly's abilities and respect their autonomy, and provide services and activities within the scope of home care services according to the capabilities of the arrangements and the organization's guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide caregiving services according to the organization's procedures and service content related to home care services, as well as the elderly's needs, in order to ensure their safety; and • Able to attend to the elderly persons and their needs, and assist in relieving their stress.
Remark	

Unit of Competency is applicable across different functional areas

Title	Provide Escort Services
Code	110927L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to utilize the relevant knowledge and skills to provide safe escort services, according to the organization's procedures and guidelines, as well as the elderly's needs.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on escort services • Understand the organization's procedures and guidelines on escort services • Understand the organization's guidelines on occupational safety and health • Understand the purpose of escort services, such as: o Safely escort the elderly persons to from their destination • Understand the various aspects on the elderly's condition, and the assistance they require, such as: o Chronic disease o Mobility o Cognitive ability o Mental status o Medications, etc. • Understand the relevant service content and their required skills • Understand the transportation resources to help escort the elderly, such as: o Rehabus o Accessible hire car service o Wheelchair accessible taxi, such as: diamond cab, SynCab, etc. o Special vehicles arranged by the organization, etc. • Understand what the elderly persons need when traveling, such as: o Identification documents o "Certificate for Picking Up or Setting Down of Passengers with Disabilities in Restricted Zones" o Mobility aid/wheelchair o Pocket medications o Water and food o Adequate money o Related items, such as: reading glasses, follow-up consultation slip, bank books, ATM cards, shopping carts, etc. • Understand the safety measures for escorting elderly persons with special needs, such as: o Prevent the elderly persons with dementia from getting lost o Take precautions against falls in elderly persons with limited mobility, etc. 2. Provide escort services • Understand the elderly's conditions and needs from the senior/supervisor, and prepare related materials according to the organization's procedures and guidelines on escort services, such as: support belts, mobility aids, etc.

Unit of Competency is applicable across different functional areas

	• Arrange transportation suitable for the elderly persons in advance, according to their destination and physical conditions
	• Help the elderly inspect if they have brought all the necessary items
	• Utilize appropriate knowledge and the correct skills to provide escort services according to the elderly's physical conditions, in order to ensure their safety, such as:
	    ○ Understanding of community facilities, utilize wheel-chair accessible passages and facilities as much as possible
	    ○ Skills for using mobility aids and assisting the elderly in their use
	    ○ Supporting skills
	    ○ Transferring and lifting skills
	    ○ Skills for using wheelchairs, etc.
	• Ensure self-protection to avoid strains or injuries when providing services, according to the organization's occupational safety and health guidelines, such as:
	    ○ Maintain the correct posture
	    ○ Use energy conserving techniques, etc.
	• Take appropriate safety measures during the escort service, do not leave the elderly unattended during the entire process
	• In case of emergencies, timely report the elderly's condition to the senior/supervisor
	• Report the elderly's condition and the process of the escort service to the senior/supervisor in a timely manner
	
	3. Exhibit professionalism
	
	• Comply with the organization's procedures and guidelines when performing escort services
	• Ensure that the elderly persons are attended to during the entire process, and returns home safely
	• Clarify the elderly's purpose for travel, and assist in completing the activity

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide escort services according to the organization's procedures and guidelines, as well as the elderly's needs, and utilize appropriate knowledge and the correct skills to ensure their safety; and • Able to safely escort the elderly persons to and from their destinations, and assist in completing their activities, in order to improve their sense of self-efficacy.
Remark	

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Functional Area - Psychosocial and Spiritual Care

Title	Guide the Elderly Persons/Carers on the Use of Rehabilitation Aids
Code	110823L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to guide the elderly persons/carers on the correct use of rehabilitation aids, according to the elderly's mobility and self-care ability, the elderly persons/carers abilities, and environmental safety, in order to improve the carer's abilities to care for the elderly persons, reduce their stress and improve their self-confidence, thereby improving their quality of life.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly/carer's use of rehabilitation aids
	
	• Understand the importance of using rehabilitation aids
	• Understand the common rehabilitation aids for the elderly persons
	• Understand the functions, operation, safety guidelines and methods of use of rehabilitation aids, etc.
	• Understand the storage, methods of basic inspection and maintenance of rehabilitation aids
	• Understand the elderly's mobility and self-care abilities, such as:
	    o The range of movement of upper and lower limbs
	    o Hand mobility
	    o Transfer and lower limb mobility
	    o Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs), etc.
	• Understand the methods to inspect the needs of the elderly persons/carers for the use of rehabilitation aids
	• Understand the personal abilities of the elderly persons and their carers, such as:
	    o Communication skills
	    o Learning abilities
	    o Physical strength
	    o Motivation, etc.
	
	2. Guide the elderly persons/carers on the use of rehabilitation aids
	
	• Arrange for the elderly persons/carers to use suitable rehabilitation aids, and adjust or select the appropriate model or size according to the elderly's mobility and self-care ability, the level of assistance required, their personal abilities and environmental safety
	• Ensure that safety measures are taken when using rehabilitation aids, in order to prevent accidents and protect the elderly/carer's safety, such as:
	    o Ensure the stability of rehabilitation aids
	    o Inspect for damage
	    o Normal operation
	    o Good performance, etc.
	• Understand the main points of the guidance, such as:
	    o Increase learning motivation, such as: understanding the function of rehabilitation aids, the elderly/carer's benefits of using them

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	- o Use various guidance methods according to the elderly/carer's abilities, such as: explanations, notes, demonstrations, internships, video recordings, etc. - o Guide the elderly persons/carers the procedures and safety precautions for using rehabilitation aids - o Review the exercises and point out the main points - o Assess the elderly/carer's performance, and make corrections accordingly, etc. - Ensure that the elderly persons/carers understand the skills of using rehabilitation aids, so that they can be applied to their daily care and rehabilitation training programs - Educate the elderly persons/carers on the storage, methods of basic inspection and maintenance of rehabilitation aids, such as: - o Store appropriately - o Tools made of soft rubber should be stored in cool dry places, and avoid sun exposure - o Methods of battery replacement or charging - o Daily inspection methods - o Cleaning methods, etc. - Regularly perform inspections and maintenance on the elderly/carer's rehabilitation aids, if damage is found, arrange for repair or replacement as soon as possible, to ensure the safety of the users 3. Exhibit professionalism - Provide appropriate guidance and patient explanations to effectively improve the elderly/carer's abilities and confidence in the use of rehabilitation aids
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to select suitable rehabilitation aids for the elderly persons/carers, according to the elderly's mobility and self-care ability, level of assistance required, the elderly/career's personal abilities, and environmental safety; - Able to provide appropriate and effective guidance to the elderly persons/carers, to ensure that they understand the essentials and safety rules for using rehabilitation aids; and - Able to educate the elderly persons/carers about the methods of daily inspection and maintenance for their rehabilitation aids, to ensure they are safe and in good condition.
Remark	

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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on giving guidance to carers regarding taking care of elderlies' physical, psychological and social needs
	
	Be able to
	• 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
	
	2. Give guidance to carers regarding taking care of elderlies' physical, psychological and social needs
	
	Be able to
	• Identify the direction of guidance according to the needs of both the elderlies and their carers
	• Master the key focusses when providing guidance, including
	   ○ 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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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	• 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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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on diet and nutrition for elderlies
	
	    Be able to
	• Understand the principles of healthy diet, for example,
	    o Food pyramid
	    o '3 low 1 high' rule (low oil, low sugar, low salt, high fibre)
	    o 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,
	    o Food to avoid for elderlies with gout or diabetes
	    o Food for those with swallowing difficulty or oral problem
	    o Understand various food textures and how to use thickener
	    o Understand the assessment of elderlies' nutritional status and procedures to make referrals
	    o 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
	
	2. Teach carers to take care of elderlies' dietary needs
	
	    Be able to
	• Formulate the direction of dietary care with carers according to elderlies' dietary needs
	• Master the key focusses when providing guidance, including
	    o Motivate carers to learn and understand the benefits and importance of healthy diet to elderlies
	    o 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
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to

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	• Provide appropriate guidance and teach carers patiently, so as to improve effectively their ability to take care of elderlies' dietary needs
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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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Unit of Competency

Functional Area - Psychosocial & Spiritual Care

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	Performance Requirements
	1. Relevant knowledge on basic elderly care and skills for giving guidance to carers
	
	    Be able to
	• 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
	
	2. Teach carers to perform basic elderly care
	
	    Be able to
	• Set the educational direction with carers according to elderlies' need for basic care
	• Master the key points in providing guidance, including
	    o Motivate carers to learn, and understand the importance of basic care to elderlies
	    o 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
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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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	• 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	Performance Requirements
	1. Relevant knowledge on elderly rehabilitation care and skills to teach carers
	
	Be able to
	• 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
	
	2. Teach carers to perform elderly rehabilitation care
	
	Be able to
	• Set the educational direction with carers according to elderlies' body condition
	• Master the key points when providing guidance, including
	    ○ 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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	3. Exhibit professionalism Be able to • Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence in performing elderly rehabilitation care
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	Performance Requirements
	1. Relevant knowledge on elderlies' bodily degeneration and provision of assistance to carers
	
	    Be able to
	• 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
	
	2. Assist carers to face elderlies' bodily degeneration
	
	    Be able to
	• 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
	     o Help carers accept that bodily degeneration is a normal ageing process that happens naturally to every elderly
	     o Help carers understand their own situation, such as stress level, emotional distress and changes in their daily life due to taking care of elderlies
	     o Provide counselling to help carers express inner fear and worries
	     o 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
	     o 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
	     o Evaluate the implementation of elderly care plan regularly with carers, and make adjustments when needed
	     o Make good use of other elderly care resources, or contact relevant professional medical institutions/agencies to provide the support needed to caregiver
	
	3. Exhibit professionalism
	
	    Be able to

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	• 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	The integrated outcome requirements of this Unit of Competency are: • 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 and Spiritual Care

Title	Plan Carer Group Activities
Code	110824L4
Range	This Unit of Competency is applicable to practitioners who are responsible for planning carer group activities in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to design suitable group activities for the carers according to the organization's service content and environmental facilities, in order to relieve their stress and improve quality of life.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on carer group activities
	
	• Understand the organization's service content and environmental facilities, such as:
	 o Objectives
	 o Target group
	 o Styles and types, etc.
	• Understand the types of carer groups, such as:
	 o Self-management support groups, such as:
	  • Stress relief
	  • Emotion management
	  • Mutual assistance
	  • Positive psychology, etc.
	 o Groups to improve their relationships with the elderly persons, such as:
	  • Improve two/cross-generation relationships
	  • Positive communication
	  • Mitigation of conflicts, etc.
	 o Groups to improve the understanding of the elderly persons, such as:
	  • Understand the common diseases of the elderly persons
	  • Exercise and health
	  • Improve the elderly's self-care abilities
	  • Skills of reminiscence activities
	  • Comprehensive life plan, etc.
	 o Groups to provide the resources/materials required by the elderly persons, such as:
	  • Community resource sharing
	  • Understand the unified assessment mechanism and continuous care services
	  • Accident prevention and home safety
	  • Workshops for support and transfer skills
	  • Use of rehabilitation equipment
	  • Correct use of medications, etc.
	• Understand the procedures and techniques for planning carer group activities, such as:
	 o Develop goals, targets and backgrounds
	 o Invite co-organizers and related groups/speakers
	 o Schedule the date, time, location, number of sessions and duration of each session
	 o Establish qualifications for participation
	 o Design activity content

Functional Area - Psychosocial and Spiritual Care

	- o Recruitment and advertisement methods - o Event materials, human resources, venue and financial budget - o Performance indicators - Understand the methods to make good use of different styles of activities to enhance the participation of carers and achieve the expected results, such as: - o Sharing sessions - o Interactive games - o Visits or outdoor activities - o Lectures, etc. - Understand the methods of assessing the effectiveness of group activities - Understand the expected difficulties and develop contingency plans to solve them - Understand the appropriate arrangements for elderly care, so that the carers can participate the group at east - Understand the skills of writing group activity plans 2. Plan carer group activities - Select the type of group activities and develop goals to ensure they meet the needs of the organization and carers - Plan and execute relevant details according to the carer group activity plans - Design different review methods to assess the effectiveness of group activities and conduct satisfaction surveys such as: - o Attendance rate - o Observe the carer's reactions - o Questionnaires before and after the group activity - o Individual conversations after the event - o Focus groups, etc. - Write group activity plans, such as: - o Activity goals, target groups, co-organizers and invited groups/speakers - o Content and program schedule of each session - o Recruitment and advertisement methods - o Event materials, human resources, venues - o Financial budget and solution/contingency plans - o Performance indicators - o Review methods, etc. - Supervise and assist the staff in the preparation, execution and review of group activities 3. Exhibit professionalism - Carefully plan group activities suitable for carers, so that the activities can achieve the expected goals and results - Establish good relationships with the carer and give emotion support, and encourage the carer to actively participate
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to plan group activities by integrating the organization's service content, environmental facilities and carer's needs; and - Able to plan different group activities to improve the carer's motivation and participation.
Remark	Practitioners who perform this UoC possess knowledge on the organization's services and the different needs of carers.

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

Functional Area - Psychosocial and Spiritual Care

Title	Provide Spiritual Support for Carers
Code	110825L4
Range	This Unit of Competency is applicable to practitioners who provide spiritual support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to provide spiritual support for carers, in order to relieve their stress and improve their quality of life.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the carer's spiritual needs
	
	• Understand the organization's relevant procedures and guidelines on providing spiritual support for carers
	• Understand the methods of assessing the carer's psychological stress
	• Understand the performance of good spiritual health, such as:
	    o High self-esteem
	    o Self-improvement ability
	    o Establish meaningful life goals
	• Understand the contents of the four pillars of life, namely the "body, mind, social and spirit", with spiritual health being one component, and each component complements each other
	• Understand the purpose of providing spiritual support, such as:
	    o Relieve the carer's stress and problems causes by it, illness, elderly abuse, and mental disorders, etc.
	    o Improve the quality of life of the carers and the elderly persons they care for, etc.
	• Understand the theories, models and techniques for achieving spiritual health, such as: positive psychology improves the carer's mental health, and achieve happiness, methods such as:
	    o Establish positive emotions, optimism and gratitude for the carers so that they achieve happiness
	    o Use the carer's strengths and virtues to establish positive relationships in life events (such as: family and work, etc.), leading to optimistic lifestyles
	    o Use the carer's strengths and virtues to help others and themselves, in order to achieve meaningful lifestyles, etc.
	• Understand the content, model and process of spiritual support services
	• Understand the activity models of different spiritual support
	• Understand the skills of building good relationships with the carers
	• Understand the community resources and partnerships related to spiritual support
	• Understand the skills of writing service assessments and reports
	
	2. Provide spiritual support for carers
	
	• Set the goals and performance indicators for providing spiritual support to carers
	• Set the activity goals and standards with the carers
	• Arrange different spiritual support activities according to the characteristics and needs of different carers, such as: relieving stress
	    o Spiritual support with the concept of "Happiness", such as:
	        • Happy diary: share happy events with their family at a specific time every day

Functional Area - Psychosocial and Spiritual Care

	• Pleasure food: increase happiness index by sharing stress relieving food
	  o Spiritual support with the concept of "Flow", such as:
	    • Music/art/garden themed activities
	    • Zen painting, etc.
	  o Spiritual support with the concept of "Gratitude", such as:
	    • Gratitude log
	    • The lifestyle of gratitude and sharing, etc.
	  o Spiritual support with the concept of "Mindfulness" and "Savoring", such as:
	    • Mindful walking
	    • Abdominal breathing/muscle relaxation exercises
	    • Mindful savoring, etc.
	  o Activities with the concept of "Optimism", such as:
	    • Training on cultivating positive thoughts, etc.
	• Perform the adequate preparations before providing spiritual support, to ensure smooth service operation, such as:
	  o For carers, such as:
	    • Collect personal data and background information
	    • Assess for the carer's stress
	    • Examine the carer's characteristics, such as: their preferences and habits, etc.
	    • Establish an initial relationship with the carer, etc.
	  o Environmental factors, such as: arranging a safe environment where the carers feel at ease and safe, etc.
	  o Accessory factors, such as: prepare relevant music, pictures or audio-visual equipment, according to the carer's characteristics and activity needs, etc.
	• Instruct staff on the service or activities, so that they can provide assistance, such as: the preparation of materials and venue, contacting participants, etc.
	• Liaise and coordinate community resources and partnerships to assist in promoting spiritual support services
	• Regularly review/observe the carer's conditions, and make adjustments as needed
	• Conduct effectiveness and satisfaction surveys before and after the activities, for future follow-up purposes
	• Record and compile the service content, carer's response and assessment report, then submit them to the senior for approval and storage
	
	3. Exhibit professionalism
	
	• Able to fully prepare and effectively lead different spiritual support activities, while demonstrating professional attitudes and abilities
	• Effectively detect the carer's performance during the activity, and make appropriate adjustments accordingly

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess for the carer's stress and needs, according to the organization's procedures and guidelines, and provide them with different spiritual support services, in order to relieve their stress.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Assess the Carer's Psychological Stress
Code	110826L4
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to collect the carer's information and assess their psychological stress, according to the organization's guidelines and procedures, in order to provide appropriate follow-up services to reduce their risks of stress and improve their quality of life.
Level	4
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the carer's psychological stress - Understand the causes of psychological stress in carers, such as: ○ Unable to handle the issues on the elderly's daily care ○ Disagreements or conflicts with the elderly persons - Understand the different levels of psychological stress that the carers face - Understand the tools used by the organization to assess the carer's psychological stress, such as: ○ Multi-dimensional carer risk assessment ○ Zarit Burden Interview, etc. - Understand the definition and calculation methods of the assessment tools of the carer's psychological stress - Understand the appropriate professional attitudes and behavioral ethics when assessing carers, such as: ○ Privacy and confidentiality codes ○ Respect the elderly's individuality, autonomy and do not criticize their attitudes ○ Show sympathy and consideration to the carer's psychological stress ○ Maintain unbiased and neutral attitudes ○ Affirm the carer's achievements in caring for the elderly persons, etc. - Understand the skills for the assessment of the carer's psychological stress - Understand the communication skills with carers - Understand the skills for dealing with the carer's emotions when assessing their psychological stress - Understand the possibility of conducting assessments for psychological stress in different privacy-protected venues, such as: the elderly's home or interview rooms of the service unit/center 2. Assess the carer's psychological stress - Assess the carer's psychological stress according to their needs, the organization's service content and environmental facilities, such as: ○ Invite them to meet or conduct home visits at their estate's office/property management department of the relevant housing department and housing association ○ Promise that the interview will be confidential ○ Explain the purpose of meeting with them ○ Ask the carer and their care recipient for basic information, such as: ▪ Gender and year of birth

Functional Area - Psychosocial and Spiritual Care

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- Relationship with the care recipient
- Whether they live together
- Average caregiving time per work
- Working conditions
- Economic condition
- The care recipient's physical condition and the conditions of their diseases
- The use of community services, etc.

- Assess the carer's psychological stress using various methods, according to the organization's established mechanisms, such as:
  - Stress from caregiving, such as: unsure of how to deal with the elderly's problems, etc.
  - Depression symptoms, such as: loss of interest in their previous hobbies, etc.
  - Stress from the family, such as: family unwilling to cooperate, etc.
  - Health conditions, such as: insomnia, etc.
    - Collect personal data and background information
    - Assess for the carer's stress
    - Examine the carer's characteristics, such as: their preferences and habits, etc.
    - Establish an initial relationship with the carer, etc.
- Demonstrate understanding and consideration for the carer's stress
- Document the assessment results and submit them to the senior/supervisor for analysis and follow-up purposes

3. Exhibit professionalism

- Comply with the organization's codes of conduct when assessing the carer's psychological stress
- Effectively utilize appropriate assessment tools

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<tr><td>Assessment Criteria</td><td>

The integrated outcome requirements of this Unit of Competency are:

- Able to assess the carer's psychological stress according to the organization's established mechanisms, identify their stress using appropriate assessment tools, and provide appropriate information for follow-up purposes.

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

Unit of Competency is applicable across different functional areas

Title	Arrange Living Aids
Code	110928L4
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to arrange suitable living aids for the elderly persons to improve their self-care abilities, according to the organization's procedures and practice manual of related services, and the assessment results of the elderly's mobility, self-care abilities and home environments.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on living aids
	
	• Understand the daily living aids commonly used by the elderly persons, and their functions in various aspects of clothing, food, housing and transportation
	• Understand the skills to assess the elderly's needs of living aids, such as:
	    ○ Mobility
	    ○ Self-care ability
	    ○ Home environment, etc.
	• Understand the information of organizations and companies that provide living aids
	• Understand the organization's procedures and practice manual on the procurement of materials
	• Understand the skills of maintaining good communication with relevant departments, such as: Housing Department, etc.
	
	2. Arrange living aids
	
	• Utilize different methods to assess the mobility and self-care abilities of the elderly, including:
	    ○ Utilize assessment tools to accurately assess the abilities of the elderly persons, such as: activities of daily living (ADLs) and instrumental activities of daily living (IADLs), etc.
	    ○ Check the medical records to understand the doctor's diagnosis and advices
	    ○ Interview the elderly's family members/carers, and inquire about the elderly's living habits and physical conditions, etc.
	• Analyze the living aids required by the elderly persons in their homes and identify high-risk areas by assessing the elderly's home environment, such as:
	    ○ Floors and corridors
	    ○ Lighting
	    ○ Doors and windows
	    ○ Bathroom and toilet
	    ○ Furniture stability, suitability for the elderly, etc.
	• Integrate the assessment results, analyze and summarize the needs of the elderly persons for living aids, such as:
	    ○ Clothing: dressing aids for wearing socks, button hooks, long-handled shoehorns, etc.
	    ○ Food: cutting cups, high-side curved bowl, adjusted chopsticks, medication alarm clock, pill grinder, etc.

Unit of Competency is applicable across different functional areas

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○ Home: anti-slip mats shower chairs, bathroom handrails, suction nail washer, enlarged key chains, multi-purpose switches, night light, etc.
○ Mobility: bed rails, rope ladders at the end of bed, high-backed chairs, etc.

According to the list of living aids required by the elderly and the organization's guidelines, obtain quotations from relevant companies and organizations, compare the prices and their suitability for the elderly, and purchase them on their behalf
If the elderly's home requires remodifying or furnishing, such as: installing handrails, etc., contact the relevant Housing Department and the housing association's estate office/property management company, and the offices will arrange related follow-up procedures
If the elderly's needs for living aids are only temporary, such as: body functions have not fully recovered following a fall, arrange or borrow suitable living aids from relevant agencies or groups, such as: bedside chairs, etc.
Inspect the living aids arranged for the elderly, their methods of use and safety of the appliances, to ensure that they are suitable for the physical conditions of the elderly persons
Regularly assess the elderly's physical conditions and changes in their abilities, and timely arrange appropriate living aids for the elderly

3. Exhibit professionalism

Accurately assess the elderly's needs for living aids, arrange suitable appliances to ensure their safe and effective use

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to assess the elderly's mobility, self-care abilities and home environment, and comprehensively analyze their needs for living aids; and
Able to arrange suitable living aids for the elderly according to the organization's guidelines on purchasing materials, in order to improve the elderly's self-care abilities.

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

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	Performance Requirements 1. Relevant knowledge on carer support plan 　　Be able to • 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 2. Formulate caregiver support plan 　　Be able to • 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 　　o　relationship between elderlies and carers 　　o　Living environment 　　o　Support system 　　o　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 3. Exhibit professionalism 　　Be able to • 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

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

Functional Area - Psychosocial & Spiritual Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	

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	Performance Requirements
	1. Relevant knowledge on emergency care for elderlies and the skills to give guidance to carers
	
	Be able to
	• 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
	
	2. Teach carers to perform emergency care for elderlies
	
	Be able to
	• 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
	   o Motivate carers to learn, for example, proper care helps reduce elderlies' risk of suffering from certain health conditions
	   o Teach carers about signs and symptoms that imply elderlies might be in emergency conditions
	   o 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
	   o Teach carers ways to manage emotion under emergency conditions and the proper way to offer immediate management
	   o 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
	
	3. Exhibit professionalism
	
	Be able to

Functional Area - Psychosocial & Spiritual Care

	• Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence when performing emergency care for elderlies
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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
for the Elderly Care Service Industry
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	Performance Requirements
	1. Relevant knowledge on counselling for carers and elderlies' families
	
	Be able to
	• 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
	
	2. Provide counselling for carer and relatives
	
	Be able to
	• Build mutual trust with carers, show respect, acceptance and empathy towards carers
	• Use relevant ways to provide counselling for carers and elderlies' families, including
	  o Assess the emotional and psychological condition of carers
	  o 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
	  o Provide guidance the carers and elderlies' families for them to analyse the causes and influences of problems
	  o 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
	  o 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
	
	3. Exhibit professionalism

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

Functional Area - Psychosocial & Spiritual Care

	Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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
for the Elderly Care Service Industry
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	Performance Requirements
	1. Relevant knowledge on special care for elderlies and skills to offer guidance to carers
	
	    Be able to
	• 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
	
	2. Teach carers to perform special care for elderlies
	
	    Be able to
	• 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
	    o Motivate carers to learn and provide an objective for care provision, for example, understand how appropriate pressure sore care can help the wound heal
	    o 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
	    o Teach carers the procedures to perform special care and specify issues that need special attention
	    o Practise and recap key points in the training session
	    o 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

Functional Area - Psychosocial & Spiritual Care

	3. Exhibit professionalism Be able to • Provide appropriate guidance and teach carers patiently, effectively improve their ability and confidence to provide special care to elderlies
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Psychosocial and Spiritual Care

Title	Provide Community Information and Related Resources
Code	110827L5
Range	This Unit of Competency is applicable to professional workers/mentoring practitioners who provide counselling services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to utilize professional knowledge and skills to make preliminary assessments of the elderly's and carer's conditions, analyze their needs based on the assessment results, and provide them with appropriate community information and resources to solve their problems.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on community information and resources
	
	• Understand the common tools and techniques used to assess the needs of the elderly persons and carers
	• Understand good communication skills with the elderly persons
	• Understand the use of different assessment methods and tools, such as:
	   o "Multi-Dimensional Caregiver Risk Assessment Tool" to measure the carer's stress
	   o "Elderly Depression Scale" to measure the elderly's depression index, etc.
	
	2. Provide community information and related resources
	
	• Collect all aspects of information on the elderly persons and carers, and assess the required community information and related resources, such as:
	   o Physical conditions, such as: illness, mobility, etc.
	   o Psychological conditions, such as: self-efficacy of the elderly persons, stress of the carers, depression index, etc.
	   o Social and support networks, such as: the degree of family support, current support services, etc.
	   o Living conditions, such as: living alone, living with another elderly, etc.
	   o Financial conditions, such as: receiving comprehensive social security assistance, supporting children, relying on pensions, etc.
	• Analyze the conditions of the elderly persons and carers to understand their needs
	• Provide appropriate community information and related resources according to the needs of the elderly persons and their carers, such as:
	   o Information on assessment services, such as: preliminary cognitive health assessment, depression assessment, caregiver strain index, etc.
	   o Information on support services, such as; volunteer escort, respite service, self-help organization, day centers, etc.
	   o Information on financial assistance, such as: methods to apply for emergency funds
	   o Information on housing, such as: compassionate rehousing, public rental housing application, etc.
	• Utilize appropriate communication skills during the interview, such as:
	   o Appropriate voice or tone
	   o Listen patiently to their needs
	   o Show empathy

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

Functional Area - Psychosocial and Spiritual Care

	o Carefully observe their performance, and provide compassion when necessary o Introduce their required community information and related resources in detail • Document and store the data after providing community information and resources, and refer to related services as needed 3. Exhibit professionalism • Establish good relationships with the elderly persons and carers, show empathy, maintain objective and respectful attitudes, in order to understand their required community information and related resources
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess and analyze the conditions of the elderly persons and carers, provide appropriate community information and related resources, in order to help them resolve difficulties; and • Able to be sensitive and discover the needs of the elderly persons and carers, and refer to related services in a timely manner.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Follow-Up the Elderly's Dietary Needs
Code	110944L3
Range	This Unit of Competency is applicable to practitioners who provide home support services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess the elderly's dietary needs and design menus, according to the elderly's physical conditions, and the organization's procedures and guidelines on catering services, as well as continuously follow-up on the elderly's physical conditions, in order to amend their diets in a timely manner.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's dietary needs
	
	• Understand the organization's procedures and guidelines on catering services
	• Understand the elderly's basic dietary needs, such as:
	   o Balanced diet
	   o Less oil, less salt, less sugar and high fiber
	   o Favor cooking methods such as: steaming, boiling, scorching, braising and baking
	   o Reduce fat, sodium, and sugar intake
	   o Increase the absorption of nutrients such as: calcium and magnesium
	   o Soft food texture for easy digestion, etc.
	• Understand the elderly's physical condition and the impact on their dietary needs, such as: chronic disease, types of medications, etc.
	• Understand the skills to assess the elderly's dietary needs
	• Understand the required knowledge for amending diets
	
	2. Follow-up the elderly's dietary needs
	
	• Assess the elderly's dietary needs according to their physical conditions and other information, in order to design suitable diets, including:
	   o Patients with chronic diseases: design diets based on the elderly's disease, such as: low-sugar diet for diabetics, low-salt diet for hypertensive patients, low-fat diets for obese patients, etc.
	   o Types of medication: in response to the medication prescribed by the doctor, such as: the elderly who take blood thinners should not eat broccoli, bean sprouts, water spinach, etc., and those who take antihypertensives may be contraindicated to drinking grapefruit juice, etc.
	   o Religious background: pay attention to the fasting needs of the elderly persons with religious beliefs
	   o Special circumstances, such as: abstain from certain food before surgery, post-operative diet care, special diets for elderly persons with chewing difficulties, etc.
	• As the physical condition of the elderly continues to change; it is necessary to regularly assess the changes in individual elderly's dietary needs using different methods, such as:
	   o Professional medical reports
	   o Nutritionist advices
	   o Caregiver observation

Unit of Competency is applicable across different functional areas

	○ Related staff reports ○ Elderly meal records, etc. - Amend the diet in response to changes in the elderly's dietary needs, and consider the matters related to the ingredients of their diets, such as: ○ Difficulty in obtaining ○ Food seasonality ○ Suitability for other elderly persons ○ Cooking difficulty ○ Cost control, etc. - Understand the suitability of the amended diets to the elderly's dietary needs, and perform further amendments if necessary 3. Exhibit professionalism - Carefully observe and accurately assess the changes in the elderly's dietary needs
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to assess the elderly's dietary needs according to their physical conditions, as well as the organization's procedures and guidelines on catering services; and - Able to utilize different methods to assess the changes in the elderly's dietary needs, and perform relevant amendments to improve the quality of catering services.
Remark	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on referring elderlies to appropriate services
	
	    Be able to
	• 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
	
	2. Refer elderlies to appropriate service providers
	
	    Be able to
	• 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:
	    o Counselling
	    o Joining activity groups
	    o Activities in elderly centres
	    o Regular body checks
	    o Personal care services
	    o Meal delivery service
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to

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Functional Area - Management

	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on implementation of case management
	
	• 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
	
	2. Implement case management
	
	    Be able to
	• 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:
	    o Knowledge and skills to train and offer guidance to carers regarding provision of nursing care to elderlies
	    o Knowledge and skills to educate elderlies in terms of self-care
	    o Arrange elderlies to receive exercise training
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• Monitor and coordinate services using professional knowledge
	• Build mutual trust and close cooperative relationship with elderlies and their carers

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Functional Area - Management

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	• 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on evaluation of effectiveness of case management
	
	    Be able to
	• 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,
	      ○ 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
	
	2. Evaluate effectiveness of case management
	
	    Be able to
	• 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,
	      ○ 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
	
	3. Exhibit professionalism

Functional Area - Management

	Be able to • Formulate standards/criteria to measure the effectiveness of case management plan using professional knowledge and stay objective in the process
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Manage Elderly Persons Living Alone
Code	110851L4
Range	This Unit of Competency is applicable to practitioners who provide casework services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to develop comprehensive support service plans, according to the needs of the elderly persons living alone, in order to provide them with suitable services and improve their quality of life.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on elderly persons living alone
	
	• Understand the organization's procedures and guidelines on casework
	• Understand the purpose, strategy and specific contents of casework, such as:
	    o Establish specific, time-bound, measurable and practicable goals
	    o Specify the main points of the content of the plans
	    o Establish an estimated timetable for goal achievement
	    o Establish methods and times to measure service effectiveness
	    o Establish the responsibilities of the elderly persons and staff
	    o Establish review dates of the plans, etc.
	• Understand the characteristics of elderly persons living alone
	• Understand the skills needed to assess elderly persons living alone
	• Understand the services and related resources suitable for elderly persons living alone
	• Understand the communication skills with the elderly persons
	• Understand the skills of documenting and recording case data
	
	2. Manage elderly persons living alone
	
	• Assess the needs and difficulties of the elderly persons living alone according to their, such as:
	    o Physical factors: Although most of the elderly are still in good health, more than 70% of the elderly suffer from one or more chronic diseases. They may not be closely attended to during weekdays at their homes, so they need to possess the awareness and knowledge on self-health management
	    o Psychological factors: Since there are no relatives or friends living at home, if they do not have a normal social life, they will be more likely to experience loneliness, so they need to be attended to and cared for, in order to establish contact with the outside world
	    o Social factors: If the elderly persons often stay at home, they will experience less interpersonal contact, so they need to establish social and mutual support networks
	    o Economic factors: Since the Retirement Protection still has areas of improvement, the elderly's financial abilities are low if they do not receive financial support from their relatives and friends, therefore, it is necessary to introduce and refer them to different social security assistance programs
	    o Home environment: If the elderly's physical function declines and is difficult for them to handle housework alone, it causes problems with home safety and hygiene, therefore, it is necessary to arrange different home care services

Functional Area - Management

	- According to the assessment results of the needs of the elderly persons living alone, develop the goals and contents of the support service plans together with them, set the priority of handling problems, and add volunteer elements as necessary to ensure that their service needs can be met, such as: - In response to malnutrition; arrange for the elderly persons to use the community elderly canteens, and arrange for meal delivery services if they have mobility issues - In response to psychological and economic difficulties; arrange for volunteers to provide caring activities, especially on special days, such as: festivals, cold weather, etc., and provide them with suitable items so that they feel that other people care for them and support their actual needs - In response to the lack of social support and home environment problems; arrange volunteers to assist the elderly, such as: consultation escorts, household cleaning and maintenance, etc. - Improve on the use of volunteers and community resources according to the special needs of individual elderly persons living alone, such as: - Assign designated volunteers to perform regular home visits and phone calls, so that the volunteers can establish good and long-term relationships with the elderly persons, and help to care for their needs - Contact different local groups to help support the elderly persons people living alone, such as: Housing Department and Housing Society's Estate Offices, Mutual Aid Committee, District Councilor Offices, etc., to help update on the conditions of elderly persons living alone and contact them when necessary - Referral/waiting for community support services, such as: elderly centers, subsidized long-term care services, safety bells, etc. - Document the case records and review the contents according to the service plan review date - If the elderly's conditions changes, amend the service plan appropriately 3. Exhibit professionalism - Respect the elderly's autonomy when developing support service plans - Understand that elderly persons are independent individuals and provide appropriate services according to their needs - Maintain good communication with the volunteers who assist the case and provide them with adequate support
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to develop comprehensive support service plans according to the needs of elderly persons living alone, and add volunteer elements in order to support in various aspects of their lives; and - Able to utilize social networks to contact local groups for support, improve the comprehensiveness of support services, and improve the quality of life of elderly persons living alone.
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	Performance Requirements
	1. Relevant knowledge on designing overall case management plan
	
	    Be able to
	• 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
	    o Physical condition
	    o Independence of activities of daily living (IADLs) and activities of daily living (ADLs) function
	    o Cognitive function
	    o Communication and hearing
	    o Vision
	    o Emotional state
	    o status of social life
	    o Continence / urination and bowel movements
	    o Diagnosis of diseases
	    o Health condition and illness prevention
	    o Nutrition and water intake
	    o Skin and wounds
	    o Oral cavity/ teeth
	    o Compliance to doctor's instruction to take medications
	    o Financial status
	    o Living environment
	    o Informal support
	    o Medical and social services elderlies are receiving
	    o 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:
	    o Specific
	    o Measurable
	    o Attainable
	    o Realistic
	    o Time frame

Functional Area - Management

	• Acquire good communication, writing, organization and coordination skills
	• Acquire methods of drafting and documenting case management plan
	
	2. Design comprehensive case management plan
	
	    be able to
	• 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:
	    o Formulating concrete objectives
	    o laying down solid content of case management plan
	    o Setting a timeline to achieve the goals
	    o Formulating methods to measure service effectiveness and time required for effects to set in
	    o Responsibilities of all three parties: elderlies, their carers and the case manager
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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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	Performance Requirements
	1. Relevant knowledge on analysing needs of elderlies and their carers
	
	Be able to
	• 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,
	   o Mini Mental State Examination (MMSE)
	   o Barthel Index
	   o Instrumental Activities of Daily Living (IADLs) form
	• Understand the skills to analyse the comprehensive assessment result of elderlies, for example,
	   o Physical condition
	   o Emotional condition
	   o Activities and self-care ability
	   o Cognition
	   o Status of social life
	   o Financial condition
	   o Living environment
	   o Services elderlies currently receiving
	   o Resources available to carers, their abilities and their supporting network
	• Understand good communication skills
	
	2. Analyse the needs of elderly and caregivers
	
	Be able to
	• 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,
	   o Use Geriatric Depression Scale or Suicidal Risk Assessment Form to assess elderlies' emotional state
	   o Use Mini Mental State Examination to assess the elderlies' cognition abilities
	   o 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,
	   o Needs for nursing and disease treatment
	   o Needs for dietary control

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Functional Area - Management

	o Needs for day-to-day care
	   o Social and spiritual needs
	   o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• Apply broad and comprehensive professional knowledge to make judgment; analyse the needs of elderlies and their carers systematically

Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	

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Functional Area - Management

Title	Develop Case Management Plans for Service Users of Ethnic Minorities or with Cultural Differences
Code	110852L5
Range	This Unit of Competency is applicable to practitioners who provide psychological, social and spiritual care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop case management plans for service user of ethnic minorities or with cultural differences according to the organization's policies.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on service users of ethnic minorities or with cultural differences • Understand the definition, principles, goals and strategies of case management plans • Understand the responsibilities and scope of work of staff at different levels • Understand the social resources for service users of ethnic minorities or with cultural differences, such as: o Comprehensive Social Security Assistance Program o Caritas Community Development Service: provides language adaptation services for ethnic minority residents in Hong Kong • Understand the workflow of the organization's case management plan • Understand the scope of assessing service users of ethnic minorities or with cultural differences, such as: o Family status, such as: strengths and limitations, etc. o Existing and past difficulties as well as coping methods o Personal advantages and limitations o Personal health o Emotional condition o Cognitive condition o Interpersonal relationship and network o Religious belief o Social and cultural integration o Motivation for personal transformation o Important past experiences o Other sources of assistance and support o Communication skills o Language skills o Problem solving skills o Adaptability o Emotional expression ability o Performance in social role o Values and codes of conduct o Environmental pressure and support o Financial conditions o Employment status o Housing and transportation, etc. • Understand the methods and principles of developing case-by-case care plans

Functional Area - Management

	• Understand the skills of good communication, writing, and coordination
	• Understand the methods of documenting and recording case management plans
	
	2. Develop case management plans for service users of ethnic minorities or with cultural differences
	
	• Analyze the needs of service users and identify the priority of handling problems through assessment reports
	• Analyze the various conditions of service users, such as: their abilities, motivations, resources, limitations, development possibilities, etc.
	• Develop goals and case management plans together with service users, in order to solve their problems and meet their needs. Contents of the plans, such as:
	   o Establish specific goals
	   o List and analyze the advantages and limitations of each strategy
	   o Identify the specific strategies and content
	   o Estimated the timetable of the plans, as well as and time to achieve the goals
	   o Develop methods to measure service effectiveness
	   o Reach an agreement on the responsibilities and rights of the case manager and the service user
	   o Establish the review date of the plans, etc.
	• Develop relevant case management plans with external partnership organizations as needed
	• Document and record the case management plans, and review the content accordingly
	• Appropriately amend the case plan as needed
	
	3. Exhibit professionalism
	
	• Comply with the "Personal Data (Privacy) Ordinance" when processing personal data
	• Understand and attend to the feelings of service users of ethnic minorities or with cultural differences, and build mutual trust and respect
	• Utilize professional knowledge to develop personalized and comprehensive plans for service users, and respect their autonomy

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to develop case management plans together with service users of ethnic minorities or with cultural differences, according to their needs and the comprehensive assessment and analysis results; and • Able to regularly review the effectiveness of case management plans, review the service user's condition, and amend the plans as needed.
Remark	

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Functional Area - Clinical Care

Title	Assist the Elderly Persons in Improving Their Self-Health Management Abilities
Code	110801L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assist the elderly persons in improving their self-health management abilities, according to the established plans, in order to achieve effective health management.
Level	3
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the elderly's self-health management abilities • Understand the elderly's common health problems and coping methods, such as: o Physical illness o Psychological changes o Social influence, etc. • Understand the importance and effectiveness of self-health management • Understand the methods and techniques to improve self-health management abilities, such as: o Effective communication o Positive encouragement o Answer questions, etc. • Understand the elderly's self-health management plan provided by the organization, such as: o The elderly's health goals o Recommendations on the elderly's self-health management, etc. 2. Assist the elderly persons in improving their self-health management abilities • Assist the elderly persons in executing the recommended content of their self-health management plans, in order to gradually achieve their health goals • Establish good relationships with the elderly persons and their families, communicate effectively, and actively follow-up on their execution of self-health management, such as: o Phone reminders o Home visits o Follow-up groups, etc. • Regularly review the elderly's process on the execution of self-health management, identify problems and respond to them, such as: o Answer any queries that the elderly persons may have o Identify and solve their misunderstandings o Identify and assist in the correction of their errors, etc. • Pay attention to the elderly's difficulties in executing the recommendations on self-health management, and assist in dealing with them with the relevant knowledge and information, such as: o Assist illiterate elderly persons to illustrate health information or fill in application forms o Accompany elderly persons with limited mobility or living alone to attend health seminars

Functional Area - Clinical Care

	o Review the operating procedures of the newly learned self-examination equipment, etc. • Utilize positive encouragement techniques to enhance the elderly's self-confidence and motivation • Report the improvement of the elderly's health management abilities to medical professionals in a timely manner, seek professional opinions when necessary, and make appropriate adjustments to their self-health management plan accordingly 3. Exhibit professionalism • Apply relevant knowledge and appropriately respond to the elderly's difficulties when executing self-health management plans • Assist the elderly persons in improving their self-confidence and motivation, adjust the plans according to their abilities, and report to medical professionals in a timely manner
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assist the elderly persons in effectively executing the recommendations of the self-health management plan, according to the organization's guidelines, in order to improve their self-health management abilities, and achieve effective health management.
Remark	

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Functional Area - Clinical Care

Title	Follow-up on the Health Conditions of Elderly Persons with Chronic Diseases
Code	110802L4
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to provide continuous monitoring of the condition changes of the elderly persons with chronic diseases in the community, according to the guidelines of their care plans, and report in a timely manner, in order to ensure their health conditions are appropriately followed-up.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the follow-up of the elderly persons with chronic diseases
	
	• Understand the common chronic diseases in the elderly persons, such as: their symptoms, complications, treatment and care plans, etc.
	• Understand the elderly's personal care plans, such as:
	   o Medical history, medication records
	   o Special care arrangements
	   o Symptoms or indicators for follow-up and monitoring, etc.
	• Understand the health goals of the elderly persons with chronic diseases
	• Understand the methods to follow-up chronic diseases
	• Understand the use of equipment and scales
	• Understand the records and reports of health conditions
	
	2. Follow-up on the health conditions of the elderly persons with chronic diseases
	
	• Establish good relationships with the elderly persons, according to the guidelines of their care plans and the needs of their chronic diseases, in order to effectively follow-up their conditions
	• Review the special arrangements made by medical professionals for the elderly persons with chronic diseases, and monitor their cooperation and progress, such as:
	   o Medication and care instructions
	   o Special diet instructions by the dietician
	   o The therapist's vital lung capacity training, etc.
	• Perform regular physical examinations for the elderly persons, to assess their health conditions, such as:
	   o Measure vital signs
	   o Complexion
	   o Skin conditions, etc.
	• Regularly inspect for the symptoms and indexes of chronic diseases, in order to determine the control of the disease, such as:
	   o Glycemic index of elderly persons with Diabetes Mellitus
	   o Daily weight, water intake and urine output of elderly persons with chronic renal failure
	   o Blood pressure, lower limb oedema, and the frequency of the use of glyceryl trinitrate (GTN) sublingual tablets or sprays in the elderly persons with chronic heart failure, etc.
	   o Review the operating procedures of the newly learned self-examination equipment, etc.

Functional Area - Clinical Care

	• Regularly discuss the effectiveness of the elderly's health goals, adjust and follow-up appropriately, and report in a timely manner, such as:
	    ○ Add observation items
	    ○ Adjust the follow-up frequency, etc.
	• Record the follow-up process, symptom observation and inspection data in detail, and provide them to medical professionals for reference purposes
	
	3. Exhibit professionalism
	
	• Follow-up the health conditions of the elderly persons with chronic diseases according to the guidelines made by medical professionals
	• Accurately perform symptom observation and physical examinations according to the needs of the elderly persons with chronic diseases and the guidelines of their care plans
	• Identify condition changes of the elderly persons with chronic diseases, according to their symptoms and indexes, make adjustments to their care plans, and report in a timely manner

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide continuous monitoring of the condition changes of the elderly persons with chronic diseases in the community, according to the guidelines of their care plans, in order to ensure their health conditions are appropriately followed-up.
Remark	

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

Functional Area - Clinical Care

Title	Develop Self-Health Management Plans for the Elderly Persons
Code	110803L5
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skillls.Practitioners should be able to conduct comprehensive assessment and analysis on the elderly's health, integrate the relevant information to develop appropriate self-health management plans according to the values and needs of the elderly in self-health management, and improve the elderly's quality of health.
Level	5
Credit	5 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on self-health management plans for the elderly persons
	
	• Understand the elderly's knowledge on self-health management and chronic diseases, such as:
	    o The changes of body, mind, society and spirit during the aging process, and the influence of adjustments on methods and self-health management
	    o Use the concept of preventive medicine, including primary, secondary and tertiary prevention to manage common health problems in the elderly
	    o The control of chronic diseases and prevention of complications
	• Understand the functions and importance of develop self-health management plans
	• Understand the impact of living habits and cultural differences on the self-health management of the elderly
	• Understand the personal and related community resources of the elderly
	• Understand the methods and techniques to improve the effectiveness of self-health management
	• Understand the content and methods of assessing the needs of the elderly's self-health management
	• Understand the skills of setting goals for self-health management plans, such as: short, middle and long-term goals, and utilize the SMART format to set goals, etc.
	• Understand the skills of establishing and assessing the effectiveness of self-health management methods
	• Understand the principles and methods for writing plans
	
	2. Develop self-health management plans for the elderly persons
	
	• Comprehensively assess the physical, mental, social and spiritual health of the elderly using different methods to collect and analyze health data, such as:
	    o Interviews
	    o Record charts
	    o Body checkups
	    o Investigation reports, etc.
	• Design personalized self-health management plans for the elderly's abilities and health needs, such as:
	    o Correspond to the elderly's perceptions and values on their heath, aging and disease
	    o Consider the elderly's understanding of self-health management tools and techniques, such as: high blood pressure, diabetes mellitus, etc.

Functional Area - Clinical Care

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○ Cater to the elderly's cultural differences, education levels and self-efficacy
○ Assess the elderly's health conditions and potential risks, etc.

Integrate and analyze the results and set short, medium and long-term goals for self-health management according to the priority of care needs
Design personalized self-health management methods and provide effective resources according to the established goals and the elderly's abilities or limitations, such as:

○ Adjust daily eating habits
○ Medication compliance
○ Appropriate physical exercise
○ Participate in local health center or disease screening program
○ Participate in lectures, workshops, patient organizations
○ Health data records
○ Tablet or mobile phone health management application, etc.

Develop personalized plans for the elderly persons according to the collected data and analysis results
Adjust the content of the plan in response to the changes in the elderly's health conditions, to ensure that the self-health management plans meet their needs

3. Exhibit professionalism

Utilize professional knowledge to conduct accurate and comprehensive health assessments for the elderly
Analyze the needs of the elderly, provide self-health management suggestions with an objective and respectful attitude towards their values and autonomy, and develop appropriate personal plans

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to develop appropriate self-health management plans through comprehensive health assessment, data analysis, and integration of information related to the health management of the elderly; and
Able to assess and analyze the progress of the plan, perform amendments to improve the elderly's quality of health.

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

Functional Area - Clinical Care

Title	Monitor the Quality of Self-Health Management of the Elderly Persons
Code	110804L5
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to monitor the execution of self-health management of the elderly persons, according to their needs and the established plan, in order to ensure its effectiveness and improve the elderly's quality of health.
Level	5
Credit	5 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the quality of self-health management of the elderly persons
	
	• Understand the content of self-health management of the elderly persons
	• Understand the development and execution of the elderly persons' self-health management plans
	• Understand the methods of collecting data on the effectiveness of self-health management
	• Understand the methods and related criteria to monitor the quality of self-health management, such as: re-admission rate, emergency service utilization rate, self-efficacy scale, etc.
	• Understand the methods of analyzing the monitoring results and identify deficiencies
	• Understand the knowledge to improve the quality of self-health management
	• Understand the format and skills of writing inspecting reports
	
	2. Monitor the quality of self-health management of the elderly persons
	
	• Assess the progress and effectiveness data of the elderly's self-health management according to their plans
	• Regularly analyze data and observe the elderly persons to review the health management conditions, such as: degree of disease control, changes in medications, etc.
	• Measure the progress and quality of health management using quantitative data, such as:
	   o Use the number of re-admissions to reflect on the effectiveness of self-disease management
	   o Use the self-efficacy scale to measure the improvement of self-health management ability
	• Collect opinions from the elderly and related staff, identify the causes that affect the progress of self-health management, and suggest corresponding solutions
	• In response to the changes in the elderly's health management needs, integrate and analyze the data, adjust the contents, ensure that the executed self-health management plan still meets their needs, and write reports accordingly
	
	3. Exhibit professionalism
	
	• Effectively assess and monitor the progress of the elderly's self-health management and quality of health

Specification of Competency Standards
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Functional Area - Clinical Care

	• Comprehensively analyze the progress and effectiveness of the elderly's self-health management, maintain objective and respective attitudes towards the values and autonomy of the elderly, and adjust the plan's contents to meet their needs
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to monitor the execution and assess the effectiveness of self-health management of the elderly persons; and • Able to amend the content of the self-health management plan according to the assessment results, in order to improve the elderly's quality of health.
Remark	

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

Functional Area - Clinical Care

Title	Assist in Brain Exercise Groups and Activities
Code	110805L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to assist in providing suitable brain exercise groups and activities for the elderly according to the established arrangements and guidelines by the senior/supervisor, in order to improve their brain health.
Level	2
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on brain exercise groups and activities
	
	    • Understand the organization's plans and practice manual for brain exercise groups and activities
	    • Understand the importance and purpose of participation in brain exercise groups and activities, such as:
	        o Training concentration, memory and problem-solving skills
	        o Improve thoughts
	        o Maintain physical flexibility
	        o Delay deterioration
	        o Improve the elderly's social interaction, enhance their brain health through social activities, etc.
	    • Understand the content and details of the execution of brain exercise groups and activities, such as:
	        o Group objective, content and process
	        o Number of participants
	        o Target groups
	        o Execution model
	        o Required materials
	        o Anticipated difficulties and their solutions
	        o Assessment methods, etc.
	    • Understand the information related to the elderly's brain exercises, such as: their support network, memory, etc.
	    • Understand the skills required to execute brain exercise groups and activities
	    • Understand the requirements and assessment methods of the senior/supervisor in providing brain exercise groups and activities
	
	2. Assist in brain exercise groups and activities
	
	    • Provide brain exercise groups and activities for the elderly persons according to the schedules arranged by the senior/supervisor
	    • Before organizing groups and activities, assist in recruiting suitable participants by using various methods, to ensure the cost-effectiveness of the groups and activities, such as:
	        o Event notice board
	        o Event newsletter
	        o Distribute leaflets to the elderly persons and their family members
	        o Individual invitations, etc.
	    • Assist in providing groups and activities of different styles and contents according to the requirements of the senior/supervisor and the elderly's needs, such as:

Functional Area - Clinical Care

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- o Study/interest groups/activities
  - o Tournaments/competitions
  - o Board games
  - o Brain exercises, ten hand exercises
  - o Use electronics, etc.
- Perform adequate preparations before the group and activities according to the instructions by the senior/supervisor, such as:
  - o Provision of materials
  - o Environment layout
  - o Understand the participant's brain exercise
  - o Preview the content and procedures of the groups and activities, etc.
- Explain the purpose and procedures of the groups and activities to the elderly
- When assist in leading groups and activities, utilize appropriate skills to help achieve their goals, such as:
  - o Amend the content and procedures of the groups and activities according to the requirements of the senior/supervisor and the elderly's immediate response, in order to meet their needs
  - o Use electronics for groups and activities to help the elderly persons train their concentration and hand-eye coordination skills, such as: tablets, desktop computers and projectors, etc.
  - o Use daily necessities and activity materials to help improve the elderly's cognitive ability and commitment
  - o Insert simple, suitable and helpful games according to the requirements of the senior/supervisor and the elderly's abilities, encourage and appreciate the elderly when appropriate, in order to increase their participation through joy and satisfaction of the session
  - o Conduct groups and activities in groups to improve the elderly's social interactions and problem-solving skills
  - o Provide guidance and assistance if the elderly experiences difficulties during the sessions, etc.
- Collect the elderly's opinions using different methods after brain exercise groups and activities, such as:
  - o The participant's instant reactions
  - o Attendance rates per session
  - o Questionnaires
  - o Direct interviews, etc.
- Record the elderly's condition during groups and activities, report to the senior/supervisor for analysis, and follow-up as needed
- Record and appropriately store the information of groups and activities, and identify areas of improvements and make amendments according to the opinions of the participants, effectiveness of groups and activities, and the instructions by the senior/supervisor

3. Exhibit professionalism

- Perform adequate preparations before brain exercise groups and activities according to the instructions by the senior/supervisor and the needs of the elderly persons
- Understand the knowledge and skills of leading brain exercise groups and activities, to ensure they are provided in a relaxed and pleasant atmosphere
- Suggest improvements according to the opinions of the participants and instructors by the senior/supervisor

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Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	• Able to prepare and assist in leading brain exercise groups and activities according to the arrangements, guidelines and requirements of the senior/supervisor and the needs of the elderly persons; and
	• Able to assist in reviewing and identifying areas of improvements and make amendments according to the purpose of groups and activities, opinions of the participants, and the instructions by the senior/supervisor.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Execute the Guidelines for the Prevention of Missing Elderly Persons
Code	110917L2
Range	This Unit of Competency is applicable to practitioners who provide frontline care and nursing services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand the organization's guidelines on the prevention of missing elderly persons, strictly comply with and apply them to daily work, identify the elderly persons at risk of getting lost, and execute prevention measures.
Level	2
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the guidelines on the prevention of missing elderly persons
	
	• Understand the methods to express appropriate professional attitudes and behavioral ethics when executing the guidelines, such as:
	   o Respect the elderly persons, do not blame or criticize
	   o Stay calm, analyze and deal with incidents
	   o Empathy, actively attend to the emotions of the elderly's family members and staff, etc.
	• Understand the organization's guidelines on the prevention of missing elderly persons, such as: purpose, beliefs, principles, and staff responsibilities, etc.
	• Understand the basic information on missing elderly persons, such as:
	   o Common reasons for why they wander around
	   o Common causative factors of why they get lost
	   o Preventive measures
	   o Their previous travel and missing records
	   o Related community resources, etc.
	• Understand the difficulties in executing the guidelines, and methods to deal with them
	• Understand the warning alerts of the anti-wandering systems of the service unit/center, such as: the Radio Frequency Identification (RFID) system, face recognition system, out-of-bed alarm, etc.
	
	2. Execute the guidelines for the prevention of missing elderly persons
	
	• Strictly comply with the principles of the guidelines on the prevention of missing elderly persons, such as:
	   o The staff are responsible for preventing harm to the elderly persons
	   o Possess sufficient understanding on the basic knowledge of missing elderly persons, and the content of the guidelines
	   o The safety of the elderly is top priority
	   o The emotional states of the staff are equally important, immediately consult the senior/supervisor for appropriate support during work as needed
	• Perform tasks during daily work according to the guidelines on the prevention of missing elderly persons, such as:
	   o After identifying the elderly persons at risk of getting lost, perform the preventive measures according to the guidelines, and report to the senior/supervisor
	   o Listen carefully to the elderly's needs, or guide them to express their needs, and meet their needs if appropriate
	   o Report to relevant staff that the elderly persons have a tendency of wandering and the possibility of getting lost, and take precautions accordingly

Unit of Competency is applicable across different functional areas

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- o Maintain good communication with the elderly's family members, share and discuss the elderly's conditions, etc.
- Seek assistance as soon as possible when encountering difficulties executing the guidelines, in order to reduce the risks of the elderly persons getting lost, such as: unable to immediately meet the elderly's needs, and the chances of the elderly getting lost have not been reduced

3. Exhibit professionalism

- Understand the importance of following the guidelines on the prevention of missing elderly persons, and strictly comply and execute them
- When executing the guidelines, respect the elderly persons, ensure that their basic needs are met, and maintain good communication with their family members

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to strictly comply with the organization's guidelines on the prevention of missing elderly persons, assist in identifying and immediately dealing with those at high-risk of getting lost, and report their situation to the seniors and related staff, in order to prevent them from getting lost; and
- Able to maintain the appropriate professional attitudes, in order to protect the safety of the elderly persons and maintain their self-esteem.

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

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	Performance Requirements
	1. Relevant knowledge on suicide among elderlies
	
	    Be able to
	• 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
	    o Traceable intention of suicide
	    o 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
	    o 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
	
	2. Prevent suicide among elderlies
	
	    Be able to
	• Perform different initial assessments to prevent suicide among elderlies, so as to identify high-risk elderlies, such as
	    o Emotional status of elderlies
	    o Signs of suicide in elderlies
	    o 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
	    o Prevent elderly suicide to establish a positive value of life and reduce their suicidal ideation
	    o Discuss the issues of suicide and death with elderlies and allow them to share their ideas and express their emotions
	    o 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
	    o Help elderlies understand and confront with their own problems, and learn to find solution to handle them
	    o Make reference for elderlies to use relevant community resources, such as The Samaritan Befrienders Hong Kong (SBHK), and Suicide Prevention Service

Functional Area - Psychosocial & Spiritual Care

	o 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Clinical Care

Title	Conduct Cognitive Training for the Elderly Persons
Code	110806L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to conduct appropriate cognitive training for the elderly persons according to their cognitive abilities, in order to improve their cognitive ability.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on cognitive training
	
	• Understand the organization's plans and practice manual for cognitive training
	• Understand the definition, methods and methods of cognitive training
	• Understand the purpose and effectiveness of cognitive training, such as:
	    o Improve cognitive ability
	    o Delay cognitive impairment, etc.
	• Understand the scope and content of cognitive training, such as:
	    o Concentration
	    o Comprehension
	    o Expression
	    o Problem-solving, etc.
	• Understand the skills and attitudes of cognitive training, such as:
	    o Communication skills, especially with the elderly persons who are suspicious or have cognitive impairment
	    o Create a group atmosphere, promote participation and commitment
	    o Patience, flexibility, and courage to try new things, etc.
	• Understand the cognitive training tools, their methods of use and the effectiveness of training
	• Understand the cognitive training content prescribed by medical professionals for the elderly
	• Understand the elderly's cognitive abilities and background information
	• Understand the methods of recording data of the elderly persons after cognitive training
	
	2. Conduct cognitive training for the elderly persons
	
	• Identify the training needs of the elderly persons according to their cognitive abilities and the cognitive training content prescribed by medical professionals
	• Understand the methods and techniques used to assess the elderly's cognitive abilities
	• Utilize different styles of cognitive training for the elderly, including group and individual training
	• Attitudes when conducting cognitive training, such as:
	    o Respect the elderly's wishes and abilities: training should not be forced or cause negative emotions
	    o Patience: assist on the side and repeat demonstrations if necessary
	    o Flexibility: amend training content and progress according to the elderly's immediate response, so that they can train in relaxed and pleasant atmospheres
	    o Positive and optimistic: adopt positive attitudes and encourage the elderly persons to try if they resist or feel unfamiliar with the cognitive training
	• Utilize various auxiliary tools to improve the training effectiveness, such as:

Functional Area - Clinical Care

	o Computer and game software, multimedia memory exercises, etc.
	  o Games, such as: mahjong, chess, cards, etc.
	  o Daily necessities, such as: paper, newspapers, large print clocks, etc.
	 • Utilize appropriate skills to help achieve the training goals of cognitive training, such as:
	  o Communication skills: improve the elderly's social interactions, participation and commitment
	  o Relaxed atmosphere: create a pleasant atmosphere and encourage the elderly persons to try
	  o Living elements: close to the daily life of the elderly, increase intimacy and help improve their memory
	 • Provide a summary after the elderly persons complete their cognitive training, in order to encourage their continuous participation, such as:
	  o Appreciate their performances
	  o Thank them for participating
	  o Preview the training time and content of the next training session, etc.
	 • Record the elderly's performance during cognitive training, analyze the information and perform appropriate amendments, and follow-up if necessary
	
	3. Exhibit professionalism
	
	 • Establish a relationship of mutual trust with the elderly persons and adopt encouraging attitudes when conducting cognitive training
	 • Strictly comply with the cognitive training content prescribed by medical professionals, and conduct appropriate cognitive training for the elderly persons

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to select and conduct appropriate cognitive training for the elderly persons according to the cognitive training content prescribed by medical professionals and their cognitive abilities; and • Able to amend the cognitive training content and progress accordingly to the elderly's response and performance, in order to improve their cognitive abilities.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on psychological group counselling
	
	    Be able to
	• 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
	    o Forge connection and mutual care between elderlies with similar background
	    o Relieve negative emotions
	    o 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
	
	2. Provide psychological group counselling
	
	    Be able to
	• Analyse elderlies' psychological needs, in order to set the objectives and direction of the group therapy, for example,
	    o Manage the emotional distresses caused by physical pain or mutual influences from other elderlies
	    o Assist elderlies to change their mood and face life positively
	    o 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
	    o Geriatric Depression Scale (GDS)
	    o 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

Functional Area - Psychosocial & Spiritual Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant information on personal counselling for elderlies
	
	    Be able to
	• 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
	
	2. Provide elderly counselling
	
	    Be able to
	• 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
	    o To improve their ability to handle stress, emotions and relationships
	    o To improve their ability to adapt to changes in environment
	    o To improve physical and psychological health of elderlies
	    o To improve their quality of life
	• Formulate personalized counselling plan for elderlies according to counselling objectives, such as
	    o Change their points of view and attitudes towards life events through cognitive therapy, so as to improve their ability to handle stress and emotions
	    o Change their habits via behavioural therapy to improve their quality of life
	• Use proper counselling techniques during provision of counselling, such as
	    o Be proactive and listen to elderlies patiently
	    o Observe non-verbal hints from elderlies
	    o 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

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

Functional Area - Psychosocial & Spiritual Care

	• Document the content of counselling provided in elderlies' case records 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Clinical Care

Title	Conduct Preliminary Depression Assessments
Code	110807L4
Range	This Unit of Competency is applicable to practitioners who provide case management and mental health services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to utilize professional knowledge and appropriate tools to assess the mental health of the elderly persons, according to the organization's procedures and guidelines for preliminary depression assessment, in order to screen the elderly persons with risks of depression and determine their severity.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on depression
	
	• Understand the organization's procedures and guidelines on preliminary depression assessment
	• Understand the causes of depression in the elderly, such as:
	    o Genetic factors
	    o Psychological factors
	    o Physiological factors
	    o Social factors
	• Understand the definition and common symptoms of depression, such as:
	    o Mood changes: low mood
	    o Slow thoughts: slow response, and sleep disturbance
	    o Psychological disorders: decline in self-awareness
	    o Physical symptoms: loss of appetite, etc.
	• Understand the precursors of depression, such as:
	    o Patients with mild depression may show negative emotions, such as: low mood, sadness, pessimism, etc.
	    o Patients with severe depression may have psychotic symptoms, such as: delusions, hallucinations, etc.
	• Understand the main evaluation tools and methods oof depression in the elderly persons, such as: Geriatric Depression Scale (GDS), etc.
	• Understand the methods of recording the results of the depression assessments
	• Understand the methods and techniques of analyzing the results of depression assessments
	
	2. Conduct preliminary depression assessments
	
	• Explain the purpose and procedures of the assessment to the elderly persons in order to obtain their cooperation
	• Provide a suitable environment, to ensure that the elderly persons can express their emotions and avoid affecting their performance during the assessments, such as: confidential room, comfortable temperature, etc.
	• Pay attention to the emotional and behavioral reactions of the elderly during the assessment, identify their mental health and analyze the information along with the assessment results
	• Accurately and systematically record all assessment results
	• Summarize the assessment results, determine whether the elderly has a risk of depression, and analyze the degree of effect on their daily lives

Functional Area - Clinical Care

	3. Exhibit professionalism • Utilize professional knowledge to accurately conduct preliminary depression assessments • Observe and concern for the elderly's emotions and reactions during the assessment to help analyze the fluency and results of the assessment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to conduct preliminary depression assessment for the elderly persons according to the organization's procedures and guidelines, and utilize appropriate assessment tools to ensure accurate assessment results; and • Able to correctly record and analyze the assessment results, and determine the risk of depression in the elderly.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Manage Impolite Behavior
Code	110918L4
Range	This Unit of Competency is applicable to practitioners who provide community care and support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to utilize appropriate techniques to prevent the elderly persons from continuing or escalating their impolite behaviors, according to the organization's guidelines on crisis management, in order to reduce the dangers in various aspects, and assist them in managing their needs and reducing problematic behaviors.
Level	4
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the managing impolite behavior - Understand the organization's crisis management mechanism and practice manual - Understand the possibility of impolite behavior, such as: - Caused by physical illness - Personality - Cultural difference - Understand the types of impolite behavior, such as: - Verbal provocation - Physical provocation - Frivolity towards female staff, etc. - Understand the skills required to assess the elderly persons - Understand the impact of the elderly's impolite behavior on the operation of the service unit/center - Understand the intervention procedures and techniques for managing impolite behavior, such as: effective communication, listening, and counseling skills - Understand the content and importance of the follow-up work afterwards - Understand the skills of documenting and recording the case information 2. Manage impolite behavior - Observe for the elderly's impolite behavior, and immediately assess the dangers of their behavior - Guide the elderly persons to other places with as few people as possible, or arrange other elderly persons to safe areas, according to the assessment of the degree of danger, in order to ensure the personal safety of other people and avoid shock - Establish simple, clear, non-threatening and executable bottom line for the elderly persons, so that they understand the consequences of their behavior and the responsibilities they need to bear, in order to prevent the behavior from escalating - If the elderly is indifferent to the established bottom line, continues to behave impolitely, or escalates the behavior, assess the immediate dangers to the elderly, other elderly persons or staff, and consider calling the police for help with the consent of the senior/supervisor. Arrange for other staff to assist in order to ensure everyone's safety while waiting for the police, and assist in providing information after the police arrives - If the elderly agrees with the established bottom line and is willing to comply with the instructions, immediately thank them for their cooperation and sooth their emotions so that they are able to calm down

Unit of Competency is applicable across different functional areas

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- Assist the elderly in managing their needs, in order to prevent them from having similar behaviors, such as:
  - Understand their conditions and assess their needs
  - Perform appropriate follow-ups according to their needs, such as: referral to relevant community services
- Assess the impact of the elderly's impolite behavior on the operation of the service unit/center, and follow-up accordingly, such as:
  - Damage to the environment or facilities of the service unit/center: follow-up according to the organization's relevant policies and guidelines
  - Shock to other elderly persons or staff: assess the degree of shock and psychological impact, call an emergency meeting as needed to discuss the management mechanisms and labor distribution
- Document and store relevant data, and immediately report the case's progress to the senior/supervisor

3. Exhibit professionalism

- Handle the elderly's impolite behaviors, and ensure the safety of everyone in the service unit/center during the situation
- Accurately assess and manage the elderly's behavior and the dangers to the service unit/center

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<tr><td>Assessment Criteria</td><td>

The integrated outcome requirements of this Unit of Competency are:

- Able to comply with the organization's guidelines on crisis management and utilize appropriate techniques to prevent the elderly persons from continuing or escalating their impolite behaviors, and reduce the dangers of the behaviors; and
- Able to assess and manage the elderly's needs and reduce their problematic behaviors.

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

Unit of Competency is applicable across different functional areas

Title	Handle Missing Elderly Persons
Code	110919L4
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to analyze the background information of the missing elderly according to the organization's policies and practice manual, remain in close contact with their family members, in order to assess and immediately handle the causes of the missing elderly persons.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on missing elderly persons
	
	• Understand the methods to execute the organization's policies and guidelines on handling missing elderly persons
	• Understand the methods to demonstrate professional attitudes and behavioral ethics when handling the causes of missing elderly persons, such as:
	   o Respect the elderly and staff, do not blame or criticize
	   o Stay calm, analyze and handle incidents
	   o Be empathetic, actively concern for the emotions of the elderly's family members and staff, etc.
	• Understand the methods to inspect, analyze and predict the basic information of the missing elderly persons, and their conditions before getting lost
	• Understand the techniques for assessing the factors that causes the elderly persons in getting lost
	• Understand the skills of maintaining close and good communication with the elderly's family members
	• Understand the process, methods and techniques of searching for the missing elderly persons
	• Understand the reporting mechanisms to the senior/supervisor
	• Understand the methods to inspect and analyze the records of the service unit's anti-wandering systems
	
	2. Handle missing elderly persons
	
	• Prepare detailed information about the elderly persons according to the organization's guidelines, such as:
	   o Photos
	   o Appearance descriptions
	   o Medical history
	   o Places frequently visited
	   o Contact information, etc.
	• Assess the elderly's basic information and their conditions before getting lost, and identify locations where they might be found, such as:
	   o The different stages of dementia can assist in confirming the elderly's cognitive and expression skills, etc.
	   o The emotional states of the elderly persons could help in identifying the causes of the missing elderly

Unit of Competency is applicable across different functional areas

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- o The elderly's complaints could help in identifying the location of the missing elderly, such as: they wish to hike to a certain place, they miss certain foods, etc.
- o The elderly's thought patterns could help identify the elderly's travel routes, such as: they often remember about their past jobs, pick up their children from school, etc.
- o The items left by the elderly persons could help assess the distance they have traveled, such as: octopus, ID card, etc.
- o The elderly's needs, such as: going to the toilet, looking for food, etc.
- Utilize the organization's established search area and road map as a template, and search for the elderly persons according to the assessment results, and set a search time limit
- Initially narrow the search area to places close to the service unit, inquire with relevant people, and leave detailed information about the elderly persons, such as:
  - o Managers and residents of the current or nearby housing estates
  - o Staff who frequently visit shops
  - o Exercise trails and nearby elderly persons and neighbors
  - o Family doctor clinic and staff
  - o Nearby bus and train stations, etc.
- If the search is unsuccessful, inform the elderly's family members about the missing elderly situation and that the search has been performed
- Find out from the elderly's family members and friends about the places which the elderly often visits, their own conditions, and whether the emotions and behaviors of the elderly persons are abnormal, which could help assess the causative factors and locations where they might stay, such as:
  - o Sudden change in relationship with the family
  - o Death of spouse
  - o Sudden deterioration of health
  - o Lost large amounts of money for no reason, etc.
- If the search is unsuccessful, immediately report to the police, there is no need to wait 24 hours after the discovery of the missing elderly, suggest or accompany the elderly's family members to bring a detailed information about the elderly persons to the police for help
- Attend to the mood of the family members, expand the search area, remind them to call relevant people to search for and leave detailed information about the elderly, such as:
  - o Hospital staff, especially the ones they visit for follow-up consultations, to check for admission records
  - o Contact public transport organizations to inquire about the records of the elderly using public transport
  - o Search for the missing elderly persons through the internet, radio, newspapers and other multi-media platforms, etc.
- If the missing elderly is found, professionally and accurately perform the follow-up procedures, such as:
  - o Discover the reason
  - o Show your concern
  - o Accompany the elderly
  - o Remind the staff to pay more attention to the emotions and behaviors of the elderly
  - o Improve the prevention of missing elderly persons
  - o Write detailed records and appropriately store the information, etc.
- If the missing elderly is not yet found, keep in touch with the elderly's family members and actively attend to the family's emotions
- Clearly record the process, content and the search results of the missing elderly

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Unit of Competency is applicable across different functional areas

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• Report details of the missing elderly to the senior/supervisor

3. Exhibit professionalism

• Handle missing elderly persons according to the organization's policies and guidelines
• Maintain professional attitudes during the process, in order to minimize the impact on the emotion of the elderly's family members
• Remain in close contact with the elderly's family members, attend to their emotions and provide support
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

• Able to assess the conditions of the elderly persons, analyze the reasons, and handle missing elderly persons according to the organization's policies and guidelines; and
• Able to professionally handle missing elderly persons, attend to their family members and staff, and follow-up on the case.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Clinical Care

Title	Develop Dementia Care Plans
Code	110808L5
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess the cognitive functions of the elderly persons, analyze the stage of the elderly's disease, and develop personalized care plans, according to the organization's assessment procedures and practice manual, in order to reduce the impact of the symptoms on the elderly's life, and maintain their quality of life.
Level	5
Credit	5 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on dementia care plans • Understand the organization's assessment procedures and practice manual • Understand the process, content and significance of developing care plans, such as: o Cognitive function assessment and determination of disease stage o Establish care needs and set plan goals o Perform nursing procedures o Review the effectiveness of the plans, etc. • Understand the goals of care plans, such as: o Delay the rate of deterioration o Reduce the impact of symptoms o Maintain the quality of life, etc. • Understand the obstacles caused by dementia and its symptoms to the elderly persons and how they affect their lives, such as: o Memory: loses their memories at later stages, forgetting familiar people and things o Communication: loses their language skills at later stages o Mood and behavior: significant changes in mood at the middle stages, and behavioral problems may occur, such as: wandering, disruption of biological clock, etc. o Physical ability: needs to stay in bed for prolonged periods at later stages, etc. • Understand the skills and related tools for assessing the cognitive function of the elderly persons • Understand the care needs of patients with dementia • Understand the needs to cooperate with other medical professionals • Understand the skills to build relationships with elderly persons and carers • Understand the skills of writing care plans • Understand the techniques for reviewing the effectiveness of care plans, such as: o SMART analysis and assessment of effectiveness 2. Develop dementia care plans • Utilize different methods to assess the cognitive abilities of the elderly persons, and the impact on their lives, in order to assess the stage of the disease, such as: o Appropriately use assessment tools, such as: Hong Kong Montreal Cognitive Assessment (HK-MoCA), Cornell Scale for Depression in Dementia, Cohen-

Functional Area - Clinical Care

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Mansfield Agitation Inventory, Rating Anxiety in Dementia, Elderly Cognitive Deterioration Questionnaire (IQ-Code), Clinical Dementia Rating Scale (CDR)

Medical reports and records of different professions, such as: CT scan, Magnetic Resonance Scan (MRI), blood tests, etc.
Interview with the elderly persons and carers
Assessment of activities of daily living, etc.

- Analyze the data from assessment tools and other assessment results, and integrate the information on the elderly's dementia on their cognitive function, mental condition, impact on life, disease stage, and carer's level of support, establish the priority of care needs, and develop the care plan goals
- Design personalized care plans according to the elderly's care needs and plan goals, such as:
  - Medical follow-up, nursing diagnosis and inspection of medication compliance to delay deterioration
  - Improve the elderly's mood and stabilize their mental conditions by receiving occupational therapy and non-pharmacological therapy services, such as: reminiscence therapy, cognitive training, reality orientation, sensory integration therapy, etc.
  - Maintain close contact with the elderly's family members, and execute other measures to maintain their normal lives and reduce the risk of their symptoms and effects to the carers, such as: maintain an appropriate amount of exercise, perform activities that require more thought, maintain healthy diets, maintain social interactions, etc.
  - Living arrangements, referrals to relevant community support services to reduce the stress on carers and allow the elderly persons to stay in familiar community to maintain their quality of live, such as: Day Care Centres for the Elderly, respite services, etc.
- Ensure the relevant nursing measures and treatments can achieve the established goals of the care plans
- Establish effective communication methods to allow the staff, elderly persons and their family members clearly understand the content of care plans
- Regularly review and assess the effectiveness of the care plan, and amend as needed
- Appropriately record and store the care plans

3. Exhibit professionalism

- Utilize professional knowledge to conduct accurate and comprehensive cognitive impairment assessments for the elderly persons
- Analyze the needs of the elderly persons, establish a good relationship with them and their family members, maintain an objective attitude, and develop dementia care plans
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to develop personalized dementia care plans for the elderly persons, according to the organization's assessment procedures and practice manual, professional knowledge, comprehensive assessment results of their cognitive function, and priorities of their care needs; and
- Able to review the progress of the care plans, analyze and perform amendments to maintain the elderly's quality of life.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Clinical Care

Title	Monitor the Quality of Dementia Care
Code	110809L5
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of clinical care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to monitor the execution of the care plan according to the goals and nursing measure of the elderly's dementia care plan, so that their care needs are appropriately handled, and ensure its effectiveness to maintain their quality of life.
Level	5
Credit	5 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on care needs of the elderly with dementia - Understand dementia, the symptoms of patients at different stages, the obstacles caused on the elderly persons and the impact on their lives - Understand the goals and care measures of dementia care plans - Understand the methods of monitoring the quality of care and collect relevant data - Understand the data obtained from monitoring, to analyze and determine the quality of care - Understand common indicators related to the quality of dementia care, such as: the elderly's mental and emotional condition, frequency of problematic behaviors, degree of satisfaction with life, etc. - Understand the professional knowledge to improve the quality of care - Understand the methods and techniques of writing monitoring reports 2. Monitor the quality of dementia care - Utilize different methods to monitor and collect data on the quality of care, such as: - Utilize relevant scales, such as: Hong Kong Montreal Cognitive Assessment (HK-MoCA), Life Satisfaction Index (LSI), etc. - Utilize relevant data, such as: using Morse Fall Scale data to monitor the quality of care measures to reduce problematic behaviors, etc. - Clinical observations, such as: observing social and communication skills of the elderly persons, etc. - Interview the elderly persons and carers, directly observe the improvement of nursing measures, and assess the degree of support they provide the carers, etc. - Analyze the data obtained through monitoring to determine the quality of care - Identify areas of improvements in the care plans to improve service quality - Write and appropriately store reports according to the monitoring results and related improvement suggestions 3. Exhibit professionalism - Effectively assess and monitor dementia care plans and the elderly's quality of health - Analyze the progress and effectiveness of the dementia care plan, adopt objective and respectful attitudes towards the elderly's values and autonomy, and amend the content of their plans to meet their needs

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

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to monitor the conditions of dementia care plans and review the effectiveness of the executed plan; and • Able to amend the content of dementia care plans according to the review results, in order to maintain the elderly's quality of life.
Remark	

Unit of Competency is applicable across different functional areas

Title	Develop Guidelines for the Prevention of Missing Elderly Persons
Code	110920L5
Range	This Unit of Competency is applicable to practitioners who provide frontline service in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop guidelines for the prevention of missing elderly persons according to the different conditions of the services provided by the organization and the integration and analysis of information on the understanding of various diseases.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the prevention of missing elderly persons
	
	• Understand the methods to establish policies and practice manual on preventing missing elderly persons
	• Understand the methods to integrate knowledge on dementia or other diseases into the guidelines on missing elderly persons
	• Understand the industry's latest solutions, resources and limitations on preventing missing elderly persons
	• Understand the methods to assist the staff in executing the professional attitudes and behaviors that should be established when preventing missing elderly persons, such as:
	   o Respect the elderly and staff, do not accuse or criticize
	   o Stay calm when analyzing and handling incidents
	   o Be empathetic, actively attend to the emotions of the elderly's family members and staff, etc.
	• Understand the methods to integrate and construct relevant information on missing elderly persons as a template for developing guidelines, such as:
	   o Common reasons for why they wander around
	   o Common causative factors of why they get lost
	   o Preventive measures
	   o Related community resources, etc.
	
	2. Develop guidelines for the prevention of missing elderly persons
	
	• Develop an effective assessment mechanism to identify the elderly persons who at risk of or are frequently getting lost, such as:
	   o Stage of dementia
	   o Wandering habits
	   o Previous missing incidents
	   o Relationships with their carers
	   o Living habits and needs, etc.
	• Develop job responsibilities/scope for different positions for handling the elderly persons at risk of getting lost, such as:
	   o Carers actively attend to the elderly's physical, mental and social conditions, understand their severity of dementia, hold regular case meetings according to the guidelines, and communicate closely with different professionals and carers to assess the elderly's needs to develop treatment plans accordingly

Unit of Competency is applicable across different functional areas

	○ Medical professionals develop preventive measures according to the risk of the elderly, and guide the execution of these measures by the frontline and nursing staff ○ Frontline and nursing staff attend to the elderly's emotions and behaviors, observe and meet their basic needs, and report their conditions to the senior/supervisor as needed, etc. • Develop plans and specific measures to prevent missing elderly persons, including: education for the staff and the elderly persons themselves, such as: ○ Build correct attitudes of the staff when handling missing elderly persons ○ Educate the elderly persons to inform their needs to their carers ○ Educate the staff the skills to guide the elderly in recognizing and expressing their own needs ○ Design personalized activities according to the needs and reasons of the missing elderly persons ○ Design the environment to help the elderly familiarize with it, such as: pictures, texts and other aids, etc. ○ Make good use of electronic devices to prevent missing elderly persons, such as: missing alarms, motion detection doorbells, etc. ○ Help the elderly persons establish regular biological clocks and improve their sense of security ○ Have the elderly persons at risk of getting lost wear bracelets with names and contact numbers ○ Use resources related to the prevention of missing elderly persons, etc. • Develop staff training plans to ensure they understand and comply with the content of the guidelines and their responsibilities • Establish mechanisms to regularly review the content of the guidelines, the conditions and effectiveness of their execution, and improve them accordingly 3. Exhibit professionalism • Ensure that the guidelines and mechanisms on the prevention of missing elderly persons are developed according to the organization's different service policies • Regularly assess and improve the guidelines and mechanisms according to the changes in the society and the elderly's needs
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the organization's service policy on preventing missing elderly persons, analyze and integrate the information to develop policies, and user-friendly, specific and executable guidelines to prevent missing elderly persons; and • Able to regularly review the execution and effectiveness of the guidelines, and suggest improvements accordingly.
Remark	

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

Functional Area - Home and Community Care

Title	Comply with Professional Ethics and the Code of Practice
Code	110872L1
Range	This Unit of Competency is applicable to practitioners who provide home support services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to understand the meaning of the organization's code of practice and professional ethics, strictly comply with and execute them in the daily working environment, in order to maintain the organization's service quality.
Level	1
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on professional ethics and the code of practice • Understand the meaning of professional ethics, such as: o Dedication to their duties and comply with the reasonable work arrangements by the senior/supervisor o Work seriously to maintain and improve the service quality o Comply with the organization's guidelines and code of practice o Not accepting any personal benefits or bribery o Maintaining polite and honest attitudes • Understand the organization's code of practice, such as: o Relevant rules for commuting to and getting of work, such as: weekly hours, duty roster schedules, applying for sick leave, etc. o Wear staff badges at work o Dress neatly or in uniform at work o Resignation arrangements, etc. • Understand the importance of observing professional ethics and the code of practice to the organization and its service • Understand the law and regulations related to professional ethics and the code of practice, such as: "Prevention of Bribery Ordinance" and "Employment Ordinance", etc. 2. Comply with professional ethics and the code of practice • Personal behavior conforms to professional ethics, strictly comply with the organization's code of practice, and apply it to daily work, such as; o Able to be equal, fair and active, cooperate with the overall service operations, and assist the organization's service development o Help other staff to improve the morale at work o Under any circumstances, do not commit actions that may harm the interests of the organization, etc. • Comply with relevant laws and regulations • Immediately seek assistance from the senior/supervisor when unsure about professional ethics while providing service • Raise questions, inquiries or comments about the compliance with the code of practice to the senior/supervisor, so that they can make consultations and adjustments accordingly 3. Exhibit professionalism

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

Functional Area - Home and Community Care

	• Understand the importance of professional ethics and the code of practice, and strictly comply with and execute them in the daily working environment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand and comply with the organization's code of practice and professional ethics, and maintain the organization's service quality.
Remark	

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

Functional Area - Home and Community Care

Title	Regular Work Report
Code	110873L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to select suitable occasions to perform work reports according to the needs and natures of the work, and improve communication between staff so that the service unit operates smoothly.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on regular work reporting - Understand the organization's guidelines on regular work reporting - Understand the purpose of regular work reporting, such as: - Work summary, such as: report work results and effectiveness - Work improvement, such as: seeking assistance from staff, instructions from seniors, opportunities for negotiations - Reduce the immediate or potential risks of incidents, such as managing emergencies, as reference for future incidents, etc. - Understand the procedures and measures for regular work and emergency reporting procedures 2. Regular work report - Organize the main points of work that needs to be reported, according to the organization's guidelines and the needs and nature of the work - Clarify the content and purpose of work reporting - Select suitable occasions to report according to the content and purpose of the work, such as: - When the reporting content is related to the team, seek help from team members and report at regular team meetings - When the reporting content is related to information that service unit staff require to understand, report at service unit meetings, or pre-arrange a schedule to report to the staff during working hours - When the reporting content is urgent, the staff must perform corresponding management according to the guidelines, authorize relevant staff to report perform emergency work reports, or report on the immediate and post-event management of the incident after handling the emergency - The content of the report must be adjusted according to the staff's rank and position, so that relevant staff can understand the main points of the report and perform the relevant work according to the work arrangement - After completing the work report, record the main points in the staff's work log so that those who are absent can review the relevant information at any time 3. Exhibit professionalism - Understand the purpose of work reports, organize the content of the report, and select the appropriate occasion to perform the report

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

Functional Area - Home and Community Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	• Able to organize the content of the report according to the needs and nature of the work, and select the appropriate occasion to perform the report, improve communication between staff so that the service unit operates smoothly.
Remark	

Functional Area - Psychosocial and Spiritual Care

Title	Help the Elderly Persons Understand Social Information
Code	110828L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide different methods to help the elderly persons understand social information, according to their individual conditions and needs, in order to increase social interactions and improve their sense of security.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on social information
	
	• Understand the scope of social information
	• Understand the importance of social information to the elderly persons
	• Understand the different methods to understand social information
	• Understand the methods most suitable for the elderly persons to understand social information
	• Understand good communication skills
	
	2. Help the elderly persons understand social information
	
	• Identify the social information that the elderly persons require, according to their individual conditions, such as:
	   o Health information, such as: healthy diet, disease prevention, free influenza and COVID vaccination, etc.
	   o Housing information, such as: relocation, home maintenance, etc.
	   o Service information, such as: elderly center, canteen, group activities, counselling, etc.
	   o Social security information, such as: methods and conditions for the application of old age living allowance, old age allowance, etc.
	   o Elderly policies, such as: Elderly Health Care Voucher Scheme, Government Public Transport Fare Concession Scheme for the Elderly and Eligible Persons with Disabilities, etc.
	   o Volunteer information, such as: how to become a volunteer, volunteer escort services, etc.
	   o Community information, such as: public libraries, outpatient services, etc.
	• Provide suitable methods for the elderly persons to understand their required social information, such as:
	   o District information depot
	   o Regional news
	   o District councilor's office
	   o Housing estate's Mutual Aid Committee
	   o Elderly center/family service center's communication and regular member meeting
	   o Websites, such as: the "Elderly Information Website" by the Social Welfare Department, etc.
	• Points to note when communicating with the elderly persons, such as:
	   o Arrange a quiet and comfortable environment
	   o Ensure that the elderly persons accept and understand the message

Functional Area - Psychosocial and Spiritual Care

	○ Pay attention to their non-verbal cues, such as: actions, expressions, etc. 3. Exhibit professionalism • Fully understand the elderly's needs for social information and provide appropriate understanding methods
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide different methods to understand social information according to the elderly's needs; and • Able to deliver the correct message, improve the elderly's social interactions and sense of security.
Remark	

Specification of Competency Standards
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Functional Area - Psychosocial and Spiritual Care

Title	Organize Team Activities
Code	110829L3
Range	This Unit of Competency is applicable to practitioners who organize team activities in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to organize suitable team activities to improve the elderly's learning abilities and promote continuous learning, according to the organization's plan and service scope, as well as the elderly's needs and interests.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on team activities
	
	• Understand the organization's plan and practice manual on team activities
	• Understand the purpose of team activities, such as:
	   o Exploit the elderly's potential and build positive images
	   o Build social networks to help others and themselves
	   o Take part in the community
	   o Make good use of their time, etc.
	• Understand the methods of assessing the needs and interests of the elderly's learning
	• Understand the content of executing team activities, such as:
	   o The process of executing team activities
	   o Target group and number of participants
	   o Execution model
	   o Review methods, etc.
	• Understand the skills of writing team activity plans and review reports
	• Understand the requirements and procedures for hiring instructors
	• Understand the required skills for organizing and leading team activities
	
	2. Organize team activities
	
	• Set the date for the team activities according to the organization's plan and schedule
	• Reserve the venue, coordinate the use of the venue with other organizers when necessary
	• Design suitable team activities according to the elderly's learning needs and interests, such as:
	   o Healthcare, such as: fitness exercises, yoga, Tai Chi, etc.
	   o Talent development, such as: weaving, singing, harmonica, floral decoration, etc.
	   o Potential development, such as: emcee training, volunteer training, planning visit services, etc.
	• Hire instructors according to the needs of team activities and the organization's procedures and requirements, such as: academic requirements, qualifications, and relevant skill certifications
	• Recruit suitable participants using different methods to ensure the team activities can proceed as scheduled
	• Perform adequate preparations according to the organization's guidelines, such as: preparing materials and environment layout, etc.
	• Utilize appropriate skills to help achieve the objectives of team activities, such as:

Functional Area - Psychosocial and Spiritual Care

	○ Adjust the progress of activity according to the elderly's abilities and progress, so that they can build self-confidence ○ Patient is required for teaching and repeating demonstrations so that the elderly persons can understand the main points of the session ○ Arrange volunteers to assist in improving the elderly's learning speed ○ Review the main points of the previous session, and strengthen the connection with the learning content, etc. - Review the effectiveness of the activities using different styles of assessments, such as: ○ The participant's instant responses ○ Attendance rate per session ○ Questionnaires ○ Directly ask participants for their opinions, etc. - Write activity review reports, record the team activity data and appropriately store the records 3. Exhibit professionalism - Understand the elderly's needs and interests, and design group activities accordingly - Effectively organize and lead team activities, and continuously amend them to ensure they meet the elderly's needs
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to organize suitable team activities according to the organization's plan and service scope, and the elderly's learning needs and interests; and - Able to adjust the content of team activities according to the elderly's learning abilities and needs, in order to promote their continuous learning.
Remark	

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Functional Area - Psychosocial and Spiritual Care

Title	Plan to Promote the Elderly's Continuous Learning
Code	110830L4
Range	This Unit of Competency is applicable to practitioners who provide continuous learning services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to provide information and plans for the elderly's continuous learning according to the organization's policies, guidelines and procedures, learning model of the society, and their learning needs, in order to promote continuous learning of the elderly persons and help them be more integrated into the society.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's continuous learning
	
	• Understand the organization's developmental direction and relevant guidelines on the elderly's continuous learning
	• Understand the significance and importance of the elderly's continuous learning, such as:
	   o Health: continuous activities and self-health management could reduce their dependency on care services and maintain their health
	   o Psychological: enhance self-confidence, autonomy, and strengthen self-image
	   o Mental health: develop problem-solving habits and build positive thinking
	   o Social: social interactions expand their social circles and reduces loneliness
	   o Family: improve self-efficacy, reduce family care pressure, and serves as the family's spiritual and emotional support
	• Understand the methods of analyzing the elderly's needs for continuous learning
	• Understand the elderly's model for continuous learning
	• Understand the elderly's obstacles in continuous learning and methods to face and overcome them
	• Understand the groups and related materials that provide continuous learning for the elderly in the society and the community
	• Understand the methods of assessing the effectiveness of the elderly's continuous learning
	
	2. Plan to promote the elderly's continuous learning
	
	• Provide the elderly persons with opportunities for continuous learning according to the organization's developmental direction and related guidelines, such as: the "Elder Academy" co-organized with schools, etc.
	• Analyze and assess the elderly's needs on continuous learning, and ensure they understand the purpose of their learning, in order to arrange or refer to suitable courses to meet different needs, such as:
	   o Performance needs: cultivate interests and hobbies mold their temperaments and enjoy life
	   o Contribution needs: contribute and return to the society the knowledge and skills learnt
	   o Adaptation needs: keep up with the pace of the modern society and era changes
	   o Relationship needs: to improve communication and harmonious relationships with their next generations

Functional Area - Psychosocial and Spiritual Care

	- o Influence needs: improve their influence and have greater control over their lives and the society - o Transcendence needs: learn to enlighten their lives - o Quality of life needs: to improve their satisfactions • Help the elderly persons set goals for continuous learning • Review the different learning models in the society, analyze and assess their characteristics and relevance to the elderly persons, and comprehensively analyze the personality, preferences and abilities of the elderly to help them continue to learn in different models, such as: - o Classroom learning model: suitable for the general elderly persons - o Study tour model: suitable for the elderly persons with better mobility - o Radio learning model: suitable for healthy or weaker elderly persons to learn at home - o Online learning model: suitable for elderly persons with higher autonomy - o Third-age university learning model: suitable for elderly persons of any education levels - o Inclusive learning model: where students are responsible for teaching or accompanying the elderly persons in learning - o Formal education model: suitable for elderly persons pursuing academic qualifications • Analyze and asses the learning barriers of the elderly persons and help them face and overcome these difficulties, such as: - o The need to wear corrective glasses - o Their concentration and class schedule - o Difficulties in arranging class schedules due to busy personal affairs, or they may not meet their needs of continuous learning due to the requirements of education levels - o Lack of self-confidence due to health and physical disabilities, they may require volunteers to accompany them in their learning to face these difficulties • Regularly follow-up and review the learning needs, progress and feelings of the elderly persons, and experience the learning process together with them, so that they can be accompanied and supported 3. Exhibit professionalism • Analyze and assess the needs of the elderly persons on continuous learning, introduce and arrange suitable courses, understand the latest information and learning models available, and continue to provide them with appropriate information and plans • Lead the elderly persons to positively and optimistically deal with their problems, use caring attitudes when they encounter difficulties
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide the latest and appropriate learning information and plans according to the organization's policies, guidelines and procedures on the elderly's continuous learning, and analyze their learning needs; and • Able to professionally lead the elderly persons to face and manage their learning difficulties, promote continuous learning, and help them integrate into the society.
Remark	

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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	Performance Requirements
	1. Knowledge related to the management of first aid kits
	
	    Be able to
	    • 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:
	        o Clear location marking of first aid facilities
	        o 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
	
	2. Check first aid kits
	
	    Be able to
	    • 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:
	        o Check whether the items and the quantities of the first aid supplies satisfy the requirements
	        o Check the expiry dates of the first aid items, ensure they are in serviceable status, and handle expired or damaged items properly
	        o Check the packaging of the first aid items to ensure they are not damaged or contaminated
	        o Ensure there is a bilingual manual in Chinese and English in each first aid kit
	        o 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:
	        o Expired and damaged items
	        o stock level of the items
	
	3. Exhibit professionalism
	
	    Be able to
	    • Ensure all first aid kit items are well-stocked and ready for use

Functional Area - Clinical Care

	• check first aid kits properly according to the standards, procedures and guidelines of the institution regarding management of first aid kits
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Knowledge related to emergency transfer
	
	    Be able to
	• Understand relevant procedures and guidelines of the institution regarding emergency transfer
	• Obtain the personal information of the sick or injured elderly, e.g.,
	    o Name and age
	    o Simple medical history
	    o Reason for admission
	    o Method to contact his/her family
	• Learn and apply the skills of communication with healthcare professionals and family of elderly
	
	2. Conduct escort for emergency transfer
	
	• Conduct escort for emergency transfer according to relevant procedures and guidelines of the institution, such as
	    o Collect personal information and identity card of elderly from supervisor
	    o Accompany the sick or injured elderly to the hospital by ambulance
	    o Assist the sick or injured elderly to register at the A&E department or the clinic
	    o Keep in touch with the family of the elderly while awaiting for their arrival
	    o 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
	    o Explain the conditions and return the personal belongings of elderly to his family
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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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Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	Performance Requirements
	1. Knowledge related to blood glucose and diabetes
	
	    Be able to
	• Understand releveant 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
	
	2. Manage hyperglycaemia / hypoglycaemia
	
	    Be able to
	• Evaluate whether elderlies have symptoms of hyperglycaemia / hypoglycaemia and determine whether their conditions are stable via asking them, observation and check-up, such as:
	    o Observe clinical signs and symptoms
	    o Measure the vital signs of elderlies, including the level of consciousness, body temperature, breathing rate, pulse and blood pressure
	    o 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,
	    o If elderlies are unconscious or in coma, lay them in a recovery position to ensure a patent airway

Functional Area - Clinical Care

	o Perform first aid treatment o Call for an ambulance o 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	1. Employees performing this Unit of Competency are required to have acquired fundamental first aid knowledge 2. Cardiopulmonary resuscitation is currently administered only by holders of valid and recognized first aid certificates.

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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	Performance Requirements
	1. Knowledge related to cardiopulmonary resuscitation
	
	Be able to
	• 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
	   o American Heart Association
	   o 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:
	   o Chest compression
	   o Rescue breathing
	• Understand the procedures of performing cardiopulmonary resuscitation
	• Understand the management of shock and syncope, e.g.
	   o Assess the level of consciousness of elderlies
	   o Maintain a patent airway
	   o Measure vital signs
	• Appreciate the standard of infection control practice
	
	2. Provide cardiopulmonary resuscitation
	
	Be able to
	• Understand the actual environment and elderlies' conditions. Minimize the risk under safe and feasible cirsumstances, including:
	   o Ensure the safety of employees themselves, the sick or injured elderlies, and other people present
	   o Remove any obstacles
	   o Evacuate the crowd
	   o 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 :
	   o Level of consciousness
	   o Heart rate
	   o Airway
	   o Breathing.

Functional Area - Clinical Care

	• 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. ◦ 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 3. Exhibit professionalism Be able to • 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 • Propect the privacy of elderlies when performing first aid treatments
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Knowledge related to scald/ burn
	
	    Be able to
	• 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:
	    o Scald injury
	    o Burn injury
	    o Others, e.g. electric burns, chemical burns, respiratory burns
	• Understand the methods to assess burn/scald, e.g.
	    o Use the "rule of nines" to estimate the size of the burn
	    o Estimate based on the depth of the burn, including first degree, second degree and third degree burns
	    o Estimate based on the injured parts
	• Understand the different methods to manage scald/burn, e.g.
	    o Application of different dressings
	    o Sequential orders for cleaning different parts
	• Understand the methods to handle shock and syncope, e.g.
	    o Assess the level of consciousness of the injured
	    o Maintain a patent airway
	    o Measure vital signs
	• Understand the techniques of performing cardiopulmonary resuscitation
	• Understand the infection control guidelines
	
	2. Managing scald/burn
	
	    Be able to
	• Understand the actual environment and elderlies' conditions; minimize the risk under safe and feasible circumstances, including:
	    o Ensure the safety of employees themselves, the elderlies, and other people present
	    o Remove any obstacles
	    o Evacuate the crowd
	    o 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:
	    o Check the level of consciousness, heart rate and breathing of elderlies
	    o Determine the severity according to the size of the scald/burn, its depth and the injured part

Functional Area - Clinical Care

	o Type of scald/burn
	• Provide appropriate burn/scald management according to relevant guidelines of the institution and the severity of the injury, e.g.
	      o In case of severe injury, provide first aid treatment immediately, call for an ambulance and report to the supervisor
	      o If the victim has no pulse, immediately start cardiopulmonary resuscitation
	      o If the victim is in shock or become unconscious, provide first aid treatment for shock and syncope
	      o If the injury is mild, treat the scald/ burn properly, e.g.
	           ▪ 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
	
	3. Exhibit professionalism
	
	     Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	1. Employees performing this Unit of Competency are supposed to have acquired fundamental first aid knowledge; and 2. Cardiopulmonary resuscitation is currently administered only by holders of valid, recognized first aid certificates.

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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	Performance Requirements
	1. Relevant knowledge on drowning
	
	    Be able to
	• 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
	    o Assess the level of consciousness of a drowning person
	    o Clear airway
	    o Measure vital signs
	• Understand cardiopulmonary resuscitation
	• Understand the first-aid measures of management of drowning victims
	
	2. Management of Drowning
	
	    Be able to
	• Understand the actual environment and the condition of the drowning victim, minimize the risk under safe and feasible circumstances, such as:
	    o Ensure the safety of employees themselves, the victim and others present
	    o Evacuate the crowd
	    o 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
	    o Level of consciousness
	    o Heart beat
	    o Airway
	    o Breathing condition
	    o 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
	    o 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
	    o If the victim shows no pulse or breathing, perform cardiopulmonary resuscitation immediately
	    o If the drowning victim is still breathing, lie him/her down in recovery position

Functional Area - Clinical Care

	○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge; and 2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificates.

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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	Performance Requirements
	1. Relevant knowledge on sprain
	
	    Be able to
	• 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:
	    o Pain around the joint
	    o Gradual onset of joint swelling and bruises
	    o 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
	
	2. Management of sprain
	
	    Be able to
	• 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,
	    o Comfort the injured elderlies, and ask them not to move the injured site to prevent symptoms from worsening
	    o Management of sprain, including
	        ▪ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

Functional Area - Clinical Care

	• Be mindful of the fear and anxiety of the injured elderly, and provide comfort and support
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on shock and syncope
	
	    Be able to
	• 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:
	    o Someone with syncope exhibits complete lack of response to sound and pain
	    o Symptoms of shock
	• Understand the management of shock and syncope
	
	2. Management of shock and syncope
	
	    Be able to
	• Understand the actual environment and the condition of elderlies, minimize the risk under safe and feasible circumstances, such as:
	    o Ensure the safety of employees themselves, elderlies and others present
	    o Remove obstacles
	    o Evacuate the crowd
	    o 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
	    o 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
	    o 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
	    o Loosen any tight clothing and keep airway and breathing clear
	    o Do not give any food or drinks to elderlies
	    o 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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • Assess and determine correctly the severity and condition of elderlies, and provide appropriate first-aid management • Ensure safety of eldlerlies and protect their privacy • Be mindful of the fear and discomfort elderlies may experience and provide comfort and support
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on hypothermia and hyperthermia
	
	    Be able to
	• 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:
	    o Radiation
	    o Evaporation
	    o Convection
	    o 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:
	    o Hypothermic victims
	        ▪ 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
	    o Hyperthermic victims
	        ▪ 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:
	    o Assess the level of consciousness of victim
	    o Clear airway
	    o Measure vital signs
	
	2. Management of hypothermia and hyperthermia
	
	    Be able to
	• Understand the actual environment and the condition of the victims, minimize the risk under safe and feasible circumstances, such as:
	    o Ensure the safety of employees themselves, victims and others present
	    o Remove obstacles
	    o Evacuate the crowd
	    o 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

Functional Area - Clinical Care

	• Manage the hypothermic and hyperthermic victims, according to relevant procedures and guidelines of the institution regarding management of hypothermia and hyperthermia, including
	    ○ 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on fracture
	
	    Be able to
	• 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:
	    o Severe localized pain at the site, tenderness when touched, redness, swelling and bruise
	    o Reduced mobility of the injured limb
	    o Deformation, distortion and shortening of limb
	    o Possible sensation of fractured bones rubbing against each other when moving joints
	• Understand the methods to assess fracture, such as:
	    o Understand the detail of injury
	    o Examine the limbs and their mobility of the injured
	    o Check the Five Ps: pain, pulse, parenthesis, paralysis and paleness
	• Understand the management of fracture, such as:
	    o Expose the lesion
	    o In case of an open fracture, put dressing over the wound before bandaging
	    o Stabilize the fracture site and the joints above and below using splints, unharmed body parts or limbs and soft pads
	    o Examine and document blood circulation of the injured site and condition of the joints before and after stabilization of injured limb
	    o Apply bandage for stabilization at various fracture sites
	• Understand standard precautions on infection control
	
	2. Management of suspected fracture
	
	    Be able to
	• Understand the actual environment and the condition of the victims, minimize the risk under safe and feasible circumstances, such as:
	    o Ensure the safety of employees themselves, victims and others present
	    o Remove obstacles
	    o Evacuate the crowd
	    o Move the victims to a safer place

Functional Area - Clinical Care

	• 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:
	     o Enquire the injured and witnesses about details of the incidence and how the injury happened
	     o 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
	     o Comfort the injured and advise him/her not to move the injured limb to avoid exacerbation of condition
	     o 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
	     o Use the principles of fracture stabilization to manage fracture
	     o 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
	
	3. Exhibit professionalism
	
	   Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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.

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

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	Performance Requirements
	1. Relevant knowledge on choking
	
	Be able to
	• 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:
	   o Ability to talk or cough
	   o Difficulty breathing, face turning purple
	   o 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
	
	2. Management of choking
	
	Be able to
	• 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:
	   o For mild obstruction, comfort elderlies and encourage coughing if possible
	   o For severe obstruction, perform first-aid procedures for choking immediately, including
	      ▪ 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 administrated
	• 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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge; and 2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.

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

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	Performance Requirements 1. Relevant knowledge on Automatic External Defibrillation 　　Be able to • Understand relevant guidelines and protocol of the institution regarding performing AED • Understand the latest AED guidelines from relevant professional and academic organizations such as: 　　o American Heart Association 　　o 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 　　o types and accessories needed 　　o mechanism of operation 　　o method of operation provided by the manufacturer 　　o Standard safety code • Understand the skill of performing AED • Understand the procedures to provide resuscitation and AED • Understand standard infection control preventions 2. Perform Automatic External Defibrillation 　　Be able to • Understand the actual environment and condition of elderlies, minimize the risk under safe and feasible circumstance, including 　　o Ensure safety of the employees themselves, elderlies and others present 　　o remove obstacles 　　o evacuate the crowd 　　o 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: 　　o level of consciousness 　　o pulse 　　o airway 　　o breathing pattern • Call ambulance, inform supervisor for assistance • Perform AED according to relevant guidelines and protocol of the institution such as: 　　o Prepare the autonomic external defibrillator correctly, move elderlies to a safe place for AED

Functional Area - Clinical Care

	o Operate according to the user manual of the AED
	    o Correctly attach the electrodes on elderlies for accurate analysis and shock delivery
	    o 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
	    o 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
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	1. Employees performing this unit of competency are supposed to have acquired fundamental first-aid knowledge 2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.

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

Functional Area - Clinical Care

Title	Manage Fall Injuries
Code	110788L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assess and analyze the conditions of the elderly persons who have suffered from a fall, according to the organization's guidelines and procedures on managing fall injuries, and provide appropriate treatment to protect the lives of the elderly persons and prevent deterioration.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on fall injuries
	
	• Understand the organization's guidelines and procedures on managing fall injuries
	• Understand the methods to determine the risk factors for falls in the elderly persons, such as:
	    o Environmental factors
	    o Personal factors
	    o Physical condition factors
	    o Medication factors, etc.
	• Understand the method to inspect and determine the symptoms and consequences of falls in the elderly persons, such as:
	    o Bleeding from abrasions
	    o Sprains and fractures
	    o Cerebral hemorrhage, etc.
	• Understand the methods to inspect and manage fall injuries in the elderly persons, such as:
	    o Ensure that the elderly persons are in a safe environment
	    o Inspect for signs of injury
	    o Managing injuries, etc.
	• Understand the standard infection control measures
	• Understand the first aid methods to manage shock and syncope
	
	2. Manage fall injuries
	
	• Comply with the organization's guidelines and procedures for managing fall injuries in the elderly persons
	• Assess the level of consciousness of the elderly persons and measure their vital signs, including: airway, respiration, heartbeat, blood pressure, etc.
	• If the elderly is unconscious, immediately call an ambulance according to the guidelines, and notify the organization's medical professionals
	• If the elderly is awake, ask them about their condition and recall the incident
	• Inspect for the elderly's injuries and other physical symptoms, such as:
	    o Physical ability
	    o Abnormal feeling or pain
	    o Incontinence
	    o The condition of the traumatic bleed, etc.
	• Determine the elderly's injuries and manage appropriately, such as:

Functional Area - Clinical Care

	- After confirming that the elderly's condition is suitable for transferring, assist the elderly to sit up and rest - If there is traumatic bleeding, perform infection control measures, and comply with relevant guidelines to stop the bleeding, wash and bandage the wound - If there is a suspected sprain and fracture, comply with the relevant guidelines to stabilize them in the position they were found in, and remove items that may cause further injury - If there is a suspected brain or lumbar spine injury, do not move the elderly persons and comply with the relevant guidelines - If there are symptoms of shock and syncope, comply with the first aid guidelines for managing shock and syncope, such as: placing in recovery position - Notify methodical professionals and all an ambulance according to the guidelines - Closely monitor the elderly's condition and provide compassion - Explain the incident to the ambulance men, the elderly's vital signs, the management methods performed, and record the arrival time of the ambulance - Document the entire process in detail and store appropriately 3. Exhibit professionalism - Strictly supervise the appropriate storage and withdrawal of various medications - Regularly participate in courses on medications and related laws approved by the organization, in order to understand the latest medication management knowledge
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to correctly assess and determine the elderly's condition after a fall, and provide appropriate first aid treatment; and - Able to attend to the fear and discomfort of the elderly persons, and provide compassion and support.
Remark	Practitioners who perform this UoC possess knowledge on basic first aid.

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

Functional Area - Clinical Care

Title	Manage Dyspnea
Code	110789L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assess and analyze the conditions of the elderly persons who suffer from dyspnea, according to the organization's guidelines and procedures on managing dyspnea, and provide appropriate treatment to protect the lives of the elderly persons and prevent deterioration.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on dyspnea
	
	• Understand the organization's guidelines and procedures on managing dyspnea
	• Understand the basic anatomy and physiology of the respiratory system
	• Understand the causes, pathology and emotional reactions of dyspnea, such as:
	    o Sensitivity, asthma, chronic obstructive pulmonary disease, heart failure, choking, phlegm obstruction, hyperventilation caused by anxiety, etc.
	• Understand the methods of assessing induced dyspnea, such as:
	    o Ask for consultation, observe for other symptoms of discomfort, measure vital signs, etc.
	• Understand the methods to manage dyspnea, such as:
	    o Different breathing methods, use of anti-asthmatic medications, oxygen inhalation, etc.
	
	2. Manage dyspnea
	
	• Comply with the organization's guidelines and procedures for managing elderly persons with dyspnea
	• Analyze the environment and the elderly's condition to determine the cause of dyspnea, such as:
	    o Whether there is adequate ventilation, or allergenic irritants
	    o Check for other discomforts, such as: fever, severe pain, cough and phlegm, chest discomfort, limb paresthesia, etc.
	    o Measure the vital signs
	    o Understand the elderly's medical history, etc.
	• Perform reliving methods according to the cause of dyspnea, such as:
	    o Open doors and windows, use a small fan and loosen the collar of clothes
	    o Remove allergens that cause dyspnea
	    o Soothe the elderly's anxiety and panic
	    o Instruct the appropriate breathing method
	    o Use short-acting anti-asthmatic sprays as directed by their doctors in chronic obstructive pulmonary disease patients
	    o Slightly increase the oxygen levels according to the guidelines in patients on home oxygen, etc.
	• If the elderly's condition is severe, or continues to be unrelieved, immediately notify medical professionals or call an ambulance according to the guidelines
	• Closely monitor the elderly's condition, regularly measure and record vital signs, and provide compassion

Functional Area - Clinical Care

	• Explain the incident to the ambulance men, the elderly's vital signs, the management methods performed, and record the arrival time of the ambulance • Document the entire process in detail and store appropriately 3. Exhibit professionalism • Able to correctly assess and identify the elderly's dyspnea, and provide appropriate first aid treatment • Ensure the elderly's safety and privacy • Attend to the elderly's anxiety and discomfort, provide compassion and support
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess the elderly's dyspnea, analyze the cause and severity, and determine the need for immediate hospitalization; and • Able to comply with the organization's procedures and guidelines to manage dyspnea, and provide appropriate treatment methods, in order to protect the lives of the elderly and prevent deterioration.
Remark	Practitioners who perform this UoC possess knowledge on basic first aid.

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

Unit of Competency is applicable across different functional areas

Title	Initial Management of Mental Confusion
Code	110908L3
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to preliminarily identify the possibility of mental confusion in the elderly persons according to the understanding of mental confusion and the elderly's various conditions, take countermeasures to ensure the safety of the elderly, and immediately make retailed records and reports to the senior/supervisor, so that the elderly persons get timely and appropriate treatment.
Level	3
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on mental confusion
	
	• Understand the organization's procedures and guidelines on identifying mental disorders
	• Understand the principles of identifying cases of mental confusion, such as: prioritize the safety of the staff, etc.
	• Understand that mental disorders can be divided into hyperactive and hypoactive manifestations and their related symptoms, such as:
	   o Cognitive factors, such as: loss of orientation, concentration and lack of attention, etc.
	   o Mental state, such as: disordered thoughts, incoherent speech, hallucinations or delusions, lifelessness, unmotivated in activities, withdrawal or apathetic, etc.
	   o Psychological factors, such as: anger, crying for no reason, insecurity, etc.
	   o Living habits, such as: disorder of the internal body clock, etc.
	• Understand the causes of mental confusion and individuals at high-risk, such as:
	   o Infections, such as: ileitis, urethritis, etc.
	   o Endocrine diseases, such as: thyroid diseases, etc.
	   o Medication poisoning, such as: sleeping pills, blood pressure pills, etc.
	   o Alcoholism, such as: alcohol or drug withdrawal, etc.
	   o Individuals at high-risk, such as: the severely ill, post-surgery, dementia, depression, etc.
	• Understand the skills of observing the elderly's mental condition
	• Understand the importance of collecting the basic information of the elderly
	• Understand the methods and importance of immediately managing mental confusion
	• Understand the importance of immediate and detailed recording and reporting of the elderly's mental condition
	
	2. Initial management of mental confusion
	
	• Observe the elderly's sudden and abnormal behaviors and mental state, in order to initially identify the possibility of mental confusion
	• Preliminarily assess the elderly's home condition, the severity of their symptoms, and immediately manage them according to the organization's procedures and guidelines, such as:
	   o If it is a safe situation and the elderly only has minor symptoms, perform immediate and simple measures to ensure the safety of the elderly, their family members and staff, such as: storing dangerous items, carefully observing the

Unit of Competency is applicable across different functional areas

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elderly's abnormal behavior, and avoiding disputes, etc., immediately report to the senior/supervisor for instructions of further action

- o In the event of a dangerous and life-threatening situations, the service provided at the time must be immediately suspended, and retrieve the consent from the elderly's family members/senior/supervisor to call an ambulance to send the elderly to the hospital, etc.
- Inquire about the elderly's recent condition from their family members in safe and appropriate situations, such as:
  - o Disease conditions
  - o Time and date of surgery completion
  - o Medication conditions, etc.
- Immediately make detailed records and report to the senior/supervisor
- Organize the recorded, on-site observation and assessment information, and submit them to the senior/supervisor for storage and follow-up purposes

3. Exhibit professionalism

- Identify the mental confusion of the elderly, immediately manage, record and report the situation according to the organization's procedures and guidelines

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to utilize relevant knowledge and assessment skills to preliminarily identify the possibility of mental confusion, and take immediate measures to ensure the safety of the elderly; and
- Able to make clear and comprehensive records, to help the elderly in providing information in future treatment, in order to facilitate timely and appropriate treatment of the elderly.

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

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	Performance Requirements
	1. Relevant knowledge on stroke
	
	    Be able to
	• 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:
	    o Headache
	    o Nausea and vomiting
	    o Unequal sizes of the two pupils
	    o Decrease in consciousness or slurring of speech
	    o Sudden weakness or numbness on one side of the face or limb extremities on side
	    o Faecal and urinary incontinence
	• Understand the management of acute stroke
	• Understand the first-aid management of shock and syncope
	    o Assess elderlies' level of consciousness
	    o Maintain patent airway
	    o Measure vital signs
	• Understand the importance of management of acute stroke
	
	2. Management of acute stroke
	
	    Be able to
	• 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
	    o Confirm elderlies' level of consciousness
	    o If elderlies are in shock and syncope, follow the first-aid procedures on shock and syncope management
	    o Maintain patent airway
	    o Relieve the intracranial pressure of elderlies by helping them lie supine or slightly lift up their heads and shoulders
	    o Soothe elderlies
	    o Observe their conditions and measure their vital signs regularly
	• Inform the ambulance personnel the sequence of events, vital signs of elderlies and treatments given

Functional Area - Clinical Care

	• Document the entire first-aid procedure in detail, and keep the record properly 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on traumatic bleeding
	
	    Be able to
	• 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:
	    o Use of direct and indirect compression to stop bleeding
	    o Manage embedded foreign bodies
	• Understand the management of shock and syncope
	    o Assess elderlies' level of consciousness
	    o Maintain patent airway
	    o Measure vital signs
	• Understand how to provide cardiopulmonary resuscitation
	• Understand the standard precautions for infection control
	
	2. Management of traumatic bleeding
	
	    Be able to
	• Understand the actual environment and condition of elderlies, minimize the risk under safe and feasible circumstances, including:
	    o ensure safety of employees themselves, elderlies and others
	    o remove obstacles
	    o evacuate the crowd
	    o 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,
	    o Ask the patients and other witnesses about the incidence and understand how they are injured, such as violent attack, knife injury, or fall
	    o Assess elderlies level of consciousness, including airway, breathing, and pulse
	    o Detect any symptom of shock caused by bleeding
	    o Examine the spine for any injury
	    o Carefully examine the wound and assess its type and severity

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

Functional Area - Clinical Care

	• 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
	   o Perform relevant measures to stop bleeding according to the type and location of the wound
	   o Manage any embedded foreign bodies properly
	   o Apply bandage onto the wound appropriately
	   o 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
	
	3. Exhibit professionalism
	
	  Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	1. Employees performing this unit of competency are supposed to have acquired fundament first-aid knowledge; and 2. Cardiopulmonary resuscitation is currently performed only by holders of recognized and valid first-aid certificate.

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

Unit of Competency is applicable across different functional areas

Title	Provide Staff Training (Critical Care)
Code	110909L4
Range	This Unit of Competency is applicable to practitioners who provide community care staff training in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to analyze the staff's required professional knowledge and skills in providing critical care in the community environment, and arrange staff training according to the organization's staff training (critical care) plan, in order to improve their skills.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on providing staff training (critical care)
	
	• Understand the organization's staff training (critical care) plan
	• Understand the purpose and importance of providing staff training programs, such as:
	    o Improve the staff's abilities in critical care
	    o Improve the elderly's quality of care in the community
	    o Improve the staff's confidence in providing nursing services in the community, etc.
	• Understand the methods to arrange and explain the contents of the critical care training programs, such as:
	    o Methods to execute critical care procedures in the elderly community
	    o Methods to execute infection control measures
	    o Methods to execute the notification mechanism of emergency situations in the nursing community, etc.
	• Understand the knowledge and skills on providing staff training, such as:
	    o Preparation for training
	    o Training process execution
	    o Assessment method
	    o Training records, etc.
	• Understand the effectiveness indicators for assessing staff training, such as:
	    o Number of trainees
	    o Staff performance assessment
	    o Staff opinions, etc.
	
	2. Provide staff training (critical care)
	
	• Providing training according to the organization's training programs, predetermined scope and training items
	• Flexibly arrange the priority of the staff to receive training according to the training schedule, their work arrangements and training needs
	• Perform preparations for the training program, such as:
	    o Design critical care content that suits the community environment, such as: fall injuries in the Day Care Centres for the Elderly, short of breath during home care, emergency notification mechanisms, etc.
	    o Identify appropriate training models, such as: classroom training, multimedia training, simulations, workshops, etc.
	    o Communicate with recognized external training institutions or trainers that provide training
	• The processing work for executing the training program, such as:

Unit of Competency is applicable across different functional areas

	○ Ensure that the staff participates in their assigned training ○ Utilize different training models to teach different content ○ Accurately grasp the time required for the training process, etc. - Accurately assess the staff's learning effectiveness according to the assessment guidelines - Appropriately record the training program that has been executed, such as: ○ Number of trainees, departments, ranks ○ Details of training activities ○ Assessment records ○ Managing staff feedback on courses and instructors, etc. 3. Exhibit professionalism - Ensure that the training plans and content are tailored to the needs of the staff attending the training (critical care) - Effectively improve the staff's abilities and confidence in providing critical care for the elderly persons
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to provide appropriate training according to the staff's critical care training needs, in order to improve their skills; and - Able to effectively execute, accurately record and store the training program.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Manage Mentally Unstable Cases
Code	110910L4
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to analyze the stages of crisis of the elderly with mental instability, according to their various performances and the organization's crisis management mechanism, in order to immediately perform corresponding interventions to manage their mental instability, and reduce its negative impact on the organization's operations.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on mentally unstable cases
	
	• Understand the organization's procedures and guidelines on managing mentally unstable cases
	• Understand the organization's policies and mechanisms on crisis management
	• Understand the impact of mentally unstable cases on the operations of the service unit/center
	• Understand the methods of assessing the mental state and its stage crisis stage
	• Understand the corresponding intervention work and processing skills
	• Understand the content and importance of follow-up work
	• Understand the skills of writing and recording relevant information
	
	2. Manage mentally unstable cases
	
	• Observe various aspects of the performance of mentally unstable elderly persons through different methods, such as: observation, conservation, etc., to understand the meaning and manifestations of their mental instability, such as:
	    o Speech, such as: speed too fast/slow, volume too much/little, etc.
	    o Thoughts, such as: no logic, unrealistic, etc.
	    o Perceptions, such as: hallucinations, delusions, etc.
	    o Behaviors, such as: repetitive behavior, distracted, weird, poor personal hygiene, raunchy and slovenly, wearing inappropriate clothes, etc.
	• Corresponding interventions for the elderly's mental instability stage of crisis, such as:
	    o Anxiety stage: supportive intervention, patiently listen to their worries, clear their negative emotions
	    o Defensive stage: set simple, clear and executable emotional relief work
	    o Violent stage: protect yourself, other elderly persons and staff, follow the guidelines to call for the police for assistance as needed
	    o Emotional recovery stage: actively communicate with them, provide comfort, understand the causative factors of their mental instability for follow-up purposes
	• Precautions when performing interventions, such as:
	    o Maintain appropriate interpersonal distance with the elderly
	    o Maintain appropriate body posture and movement, show kindness
	    o Understand your own paralinguistics, such as: tone and volume of the voice, etc.
	• Assess and follow-up the impact of the elderly with mental instability on the organization's operations, such as:
	    o Follow-up the organization's destroyed environment and facilities according to the organization's policies and guidelines

Unit of Competency is applicable across different functional areas

	o Assess and follow-up the elderly's levels of shock and psychological impact, etc. • Record and store the relevant information, and immediately report to the senior/supervisor on the conditions and management methods 3. Exhibit professionalism • When dealing the elderly with mental instability, maintain calm and unbiased attitude, show empathy and to understand and consulate their feelings • Understand the organization's crisis management mechanism, accurately assess the mental state of the elderly and perform corresponding interventions
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the stage oof crisis development of the mentally unstable elderly according to their performance, and perform prioritized and appropriate interventions according to the organization's guidelines and safety principles; • Able to maintain a professional attitude and utilize appropriate skills to establish relationship with the mentally unstable elderly, and help them manage their mental states; and • Able to assess and follow-up the impact of the mentally unstable elderly on the organization's operations.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on emergency care
	
	    Be able to
	• 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:
	    o Formulate performance indicators and quality standard
	    o Collect and analyse data
	    o 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 elderlies' personal rights and the principle of privacy
	
	2. Ensure the quality of emergency care
	
	    Be able to
	• 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:
	    o Abolish obsolete, non-applicable guidelines
	    o Give recommendations to improve underperforming items
	    o Add the latest information to guidelines
	    o 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:
	    o Examine staff on their competency in performing relevant care procedures
	    o 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
	    o 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
	    o Review the attendance rate/rehearsal rate of staff participating in emergency care training
	    o Collect the opinions from service users or their family

Functional Area - Clinical Care

	• 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:
	    ○ 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.
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on first aid
	
	    Be able to
	• 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
	    o Professional knowledge on first aid and the standard recognized by the relevant organizations
	    o Keep in touch with relevant first aid organizations, in order to acquire the latest information on training and first aid methods
	    o Continuously pursue relevant first aid knowledge to ensure it is up to date
	    o 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
	    o Requirement of the first aid facilities and the qualification of the first-aiders in workplaces
	    o Requirement on management of first aid equipment
	    o 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
	
	2. Formulate first aid guideline
	
	    Be able to
	• 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
	    o Procedures to assess the actual environment for providing first aid care
	    o Procedures to assess victims under safe circumstances
	    o How to judge the condition of the victims and the severity of their injury or medical illness
	    o Lay down appropriate procedures to enhance survival rate of victims, prevent their condition from worsening and promote their recovery
	    o Call ambulance and admit victims to hospital if necessary

Functional Area - Clinical Care

	• Formulate the first aid procedures and works to be performed by staff at various work positions and duties, such as: 　○ 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: 　○ 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: 　○ Review the emergency care report 　○ Site visit 　○ Interview the staff • Review the content of the guidelines regularly, and update it if necessary. 3. Exhibit professionalism 　Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
for the Elderly Care Service Industry
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	Performance Requirements
	1. Relevant knowledge on managing sudden death case
	
	    Be able to
	• 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:
	    o Social Welfare Department
	    o Resources available in the institution, for example, social workers, and psychologists
	    o Social service organizations that provide psychological counselling services
	    o The Births and Deaths General Register Office/The Death Registry
	    o 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
	
	2. Manage sudden death case
	
	    Be able to
	• Perform measures according to the policies, procedures and guidelines of the institution regarding management of sudden death cases, such as:
	    o Deploy staff to call ambulance
	    o Perform resuscitation to the suspected deceased
	    o Escort the suspected deceased to hospital
	• Confirm the information of the deceased, understand the course of events and people involved, such as:
	    o Identity of the deceased
	    o Personal information of the deceased, for example, age, gender, family background and status of social life
	    o Details of the incident
	    o 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:
	    o Provide counselling service and support

Unit of Competency is applicable across different functional areas

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- o 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:
  - o Latest news of the incident
  - o Assess the impact of the incident on elderly service users, staff, parents and operation of the institution
  - o Assess the need of seeking external assistance or community support
  - o 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
  - o Arrange meeting with the media and respond to enquiries
  - o Handle police enquiries
  - o If an inquest is required for the death case, provide full cooperation
  - o Visit the family of the deceased and provide support
  - o Manage relatives' and external enquiries
  - o Announce the death of the deceased
  - o Provide support to other elderly service users and staff, for example, arrange briefing, staff general meeting and arrange meetings with counsellor
  - o 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:
  - o Hold staff meeting, discuss the arrangement of incident management, the difficulties faced and room for improvement
  - o 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

3. Exhibit professionalism

  Be able to
- 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.

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<tr><td>Assessment Criteria</td><td>

The integrated outcome requirements of this Unit of Competency are:

- 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.

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

Functional Area - Clinical Care

Title	Coordinate Emergency Care
Code	110790L5
Range	This Unit of Competency is applicable to practitioners who manage critical care in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to coordinate emergency care work, allocate manpower, and arrange materials, according to the organization's emergency care guidelines and notification mechanism, as well as relevant legal requirements, in order to ensure the effectiveness of emergency care work.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on emergency care
	
	• Understand the organization's procedural guidelines and standards for executing emergency care
	• Understand the organization's notification mechanism
	• Understand the contents of the Hong Kong laws, Chapter 509A "Occupation Safety and Health Regulation", Part VI, First Aid at Workplaces, such as:
	    o Requirements for first aid facilities and qualifications of first aiders at workplaces
	    o Requirements for managing first aid supplies
	    o Requirements for the number of recognized first aiders, etc.
	• Understand the number of staff and service users, types of services, common accidents and elderly emergencies in the community and at home, etc.
	• Understand the professional knowledge, attitudes and behaviors when performing emergency care, such as:
	    o Infection control measures, such as: personal protective equipment, use of bag valve masks with filters, etc.
	    o Keep in touch with relevant academic institutions and professional bodies to obtain the latest information on training and emergency care procedures
	    o Ensure continuous learning of relevant emergency care knowledge so that the information and skills are up to date, etc.
	
	2. Coordinate emergency care
	
	• Manage and arrange the work of relevant staff according to the organization's emergency care guidelines and notification system, as well as the requirements of relevant laws and regulations, such as:
	    o Ensure that the staff who provide emergency care have recognized qualifications, such as: Pre-Hospital Trauma Life Support, or Basic Life Support, and Automatic External Defibrillator Operation, etc.
	    o Arrange the staff who have received relevant emergency care training to be responsible for the home care of elderly persons with special care
	    o Coordinate and execute home care staff and organization support service staff to manage emergencies, such as:
	        ▪ On-site emergency treatment
	        ▪ Report to seniors
	        ▪ Call for ambulance
	        ▪ Notify family members

Functional Area - Clinical Care

	▪ Emergency escort ▪ Records and reports, etc. ○ Arrange training related to emergency care, such as: nursing procedures and guidelines, emergency drills, infection control, etc. ○ Update the relevant records of the staff who have received training to ensure that there are enough working staff with approved first aid qualifications ○ Arrange the staff to be responsible for the management of first aid supplies stored in the organization and accompanying nursing staff, etc. • Purchase, provide adequate and appropriately manage the emergency care supplies, according to the number of people within the organization, service types and standards, as well as the requirements of relevant laws and regulations, such as: ○ Estimate the quantity and types of required materials according to the elderly's common accidents and emergency care situations ○ Ensure that emergency care items and supplies have CE marks ○ Arrange a suitable storage place for emergency care supplies ○ Regularly check the storage capacity and expiration date of first aid kits and supplies ○ Post fire escape diagrams at conspicuous places, and list the locations of the first aid kit and the location of the automatic external defibrillator used for cardiopulmonary resuscitation ○ Purchase materials that meet the requirements of infection control, such as: personal protective equipment, waste boxes for managing medical waste from emergency care, etc. • Appropriately use relevant emergency care documents for the records to facilitate monitoring, such as: ○ First aid equipment record sheet ○ Injury/sick incident records, etc. • Hold emergency drills to collect staff opinions on emergency care guidelines and division of labor, and strengthen their awareness and efficiency of emergency care • Arrange supervision and assessments to ensure that the staff understand the emergency care procedures and guidelines • When accidents or emergencies occur, immediately manage and arrange the staff to work in different positions • Regularly review the effectiveness of emergency care measures executed and suggest improvements accordingly 3. Exhibit professionalism • Ensure the organization's emergency care guidelines and notification mechanisms, and coordinate emergency care work to meet the requirements of the relevant legislations • When an accident or emergency occurs, manage the situation calmly, allocate manpower and arrange supplies, in order to ensure the effectiveness of emergency care
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to execute the organization's emergency care guidelines and notification mechanism, as well as relevant legal requirements, allocate and coordinate manpower, arrange and manage materials, and efficiently coordinate emergency care work; and • Able to prepare documents for the records, and regularly review the effectiveness of the executed emergency care measures.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Develop Staff Training (Critical Care)
Code	110911L5
Range	This Unit of Competency is applicable to practitioners who provide human resources and management work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze and manage the training needs of critical care staff and determine the resources allocated by the organization, so as to develop staff training programs to improve their knowledge and skills in critical care, and ensure that appropriate community care and support can be provided to the elderly persons.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on developing staff training (critical care)
	
	• Understand the relevant theories of human resource management
	• Understand the methods to assess and integrate the available resources of the department, such as:
	   o Finance
	   o Time
	   o Hardware and software, etc.
	• Understand the scope and future development plans of the organization's elderly community care and support services
	• Understand the methods to summarize the scope of critical care training, such as:
	   o Infection control measures
	   o Critical care procedures that provide elderly community care and support services
	   o Notification mechanisms for critical situations in community work, etc.
	• Understand the methods to detect and determine the staff needs for knowledge, skills and training in critical care, such as:
	   o The level of knowledge and skills that the staff have reached
	   o Situations or personal experiences that the staff often face
	   o Common mistakes or misunderstandings by the staff, etc.
	• Understand the methods to collect relevant information on training, such as:
	   o Work performance assessments
	   o Feedback from staff and instructors
	   o The needs of the elderly persons and their family members
	   o Exchange and sharing among the elderly community care workers, etc.
	• Understand the external professional accreditation intuitions or qualified professionals that provide suitable training
	
	2. Develop staff training (critical care)
	
	• Assess the current staff's knowledge and level of critical care, in order to develop appropriate training directions and scope
	• Identify deficiencies according to the organization's scope and future development plans on elderly community care and support services, and by analyzing the critical care abilities and experiences of the current staff, in order to establish critical care training programs, candidates, and priorities that meet the requirements of the community

Unit of Competency is applicable across different functional areas

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- Invite medical professionals as instructors, or contact approved training institutions to prove the latest knowledge and skills on critical care
- Develop indicators to measure the staff's effectiveness in acquiring the expected knowledge and skills through training, and use them as reference indicators for future training, such as:
    - Number of trainees, ranks departments
    - The staff's improved critical care performance
    - Feedback from the staff and instructors, etc.
- Develop a review mechanism to regularly review the effectiveness of the training program, in order to improve and enhance the quality of training
- After the completion of the training program, have the staff write records, and appropriately store them for future review and follow-up purposes

3. Exhibit professionalism

- Effectively utilize the organization's resources to develop staff training programs to meet the requirements of community care
- Ensure that the training program can effectively improve the staff's ability to manage critical care and improve the quality of community care and support services
- Able to assess and improve the effectiveness of training plans

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to develop staff training programs according to the organization's scope and future development plans on elderly community care and support services, in order to meet the staff's training needs in critical care; and
- Able to provide the staff with the latest critical care knowledge and skills, in order to provide appropriate elderly community care and support services; and
- Able to regularly review the effectiveness of the training program developed, in order to make improvements.

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

Unit of Competency is applicable across different functional areas

Title	Develop Guidelines for Managing Emergencies
Code	110912L5
Range	This Unit of Competency is applicable to practitioners who are responsible for crisis management planning in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to comply with the organization's policies on crisis management, understand the knowledge on crisis management, and develop guidelines in response to various emergencies, to ensure that the staff can calmly and skillfully manage incidents, ensure personal safety, and reduce the impact of the emergencies on the organization.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on managing emergencies
	
	• Understand the organization's policies and practice manual on crisis management
	• Understand the importance of developing guidelines for managing emergencies on the organization's operations
	• Understand the methods to investigate the emergencies that the organization often face, such as:
	   o Natural disasters, such as: typhoons, floods, fires, etc.
	   o Man-made disasters, such as: violence in workplace
	   o Unexpected disasters, such as: power outages, communication interruptions, computer system failures, etc.
	• Understand the knowledge and skills of managing different emergencies
	• Understand the methods to determine the priorities of managing emergencies, such as:
	   o Protect life
	   o Prevent and minimize harm to people
	   o Protect property
	   o Prevent and minimize the impact on service operations
	   o Recover and re-operate as soon as possible
	• Understand the methods to check the relevant laws and regulatory requirements for managing various emergencies
	• Understand the methods to integrate the organization's policies and guidelines on media management
	
	2. Develop guidelines for managing emergencies
	
	• Develop corresponding management guidelines according to the types of emergencies that the organization frequently faces
	• Develop roles and responsibilities for command and control of emergencies according to the organization's crisis management policies and staffing
	• Develop necessary action plans and procedures to manage emergencies, such as:
	   o Manage incidents, such as:
	      ▪ Deployment of manpower, resources and facilities
	      ▪ Protect personal safety and evacuate when necessary
	      ▪ Prevent the worsening of the incident
	      ▪ Reduce the impact of the incident on the organization's operations
	      ▪ Coordinate internal and external response actions, etc.

Unit of Competency is applicable across different functional areas

	o Manage communications, such as:
	        ▪ Notify the people involved of the risks that they are facing
	        ▪ Report to the senior according to the organization's management structure
	        ▪ Notify relevant people and service units/centers
	        ▪ Notify the media about the incident when necessary, according to the organization's media management policies and guidelines
	    o Manage organization operations/service operations, such as:
	        ▪ Suspend the service of the involved service unit/center and commence the service continuation plan, in order to continue the operation of key services
	        ▪ Suspend the organization's involved operations and maintain the most basic operations of other services
	        ▪ Arrange limited-service operations in other service units/centers, etc.
	• Set recovery teams as needed, and develop appropriate actions for the recovery of operations, such as:
	    o Assess casualties
	    o Assess property damage
	    o Assess service operations that have been suspended due to emergencies
	    o Recovery service operation plans, etc.
	• Keep accurate records of all decisions and actions throughout the emergency
	• Provide relevant training on the guidelines of managing emergencies to ensure that the staff understands the purpose of the guidelines, the roles and duties of different staff in the event of an incident, and that they are able to strictly comply with them
	• Regularly review and update the content of the guidelines
	
	3. Exhibit professionalism
	
	• Ensure that the purpose and content of the guidelines complies with the organization's crisis management policies
	• Develop guidelines that complies with the relevant laws and regulatory requirements in response to various emergencies

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to develop guidelines in response to various emergencies according to the knowledge and the organization's policies on crisis management; and • Able to develop relevant staff training programs to ensure that the staff understands the management procedures, ensure personal safety, and reduce the impact of emergencies on the organization.
Remark	

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

Functional Area - Home and Community Care

Title	Refer the Elderly Persons to Emergency Support Services
Code	110867L4
Range	This Unit of Competency is applicable to practitioners who provide district and home support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to deal with cases of assistance/inquiry received externally during officer hours according to the organization's emergency response measures, assess the criticality of the elderly's condition and analyze the need for referral to emergency support services, and appropriately refer them as needed.
Level	4
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on referral to emergency support services
	
	• Understand the organization's guidelines on providing of emergency support services
	• Understand the organization's procedures and guidelines on providing referral services
	• Understand the organization's emergency response measures
	• Understand the skills to assess the elderly's needs for emergency support services
	• Understand the organization's relevant administrative arrangements, such as:
	   o Staff arrangements on 24-hour emergency support services
	   o Staff responsibilities, etc.
	• Understand the community resources that provide 24-hour emergency support services, such as:
	   o Tung Wah Group of Hospitals, CEASE Crisis Centre, Crisis Intervention and Support Services
	   o Caritas Family Crisis Line and Education Center
	   o Hong Kong Samaritan Befrienders Hong Kong
	   o Suicide Prevention Services, Suicide Prevention Hotline and Life Cherishing Hotline
	   o Social Welfare Department hotline, etc.
	• Understand the community resources that provide emergency support services, such as:
	   o Emergency accommodation service
	   o Emergency respite service
	   o Emergency home care service
	   o Emergency financial assistance
	   o Emergency medical assistance, etc.
	• Understand the application details of emergency support services, such as:
	   o Service target
	   o Application form
	   o Application procedures
	   o Service scope
	   o Charges, etc.
	
	2. Refer the elderly persons to emergency support services
	
	• If you receive an elderly's call for help during office hours; arrange the case to be handled by a social worker on or a case manager on duty. For details, please refer to the "Provide Emergency Support Services" competency module
	• If the emergency hotline service is answered during non-office hours, it will be handled according to the organization's administrative arrangements

Functional Area - Home and Community Care

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- Upon receiving an elderly's call for help, carefully listen to the details mentioned and collect relevant information, such as:
  - o Description of the incident
  - o Whether the elder is injured
  - o People involved in the incident
  - o Background information on the elderly, etc.
- Analyze the elderly's criticality, and make corresponding referrals based on the information provided, such as:
  - o If their personal safety is threatened; recommended the elderly to call 999 to seek emergent assistance from the police or ambulance
  - o If there is no immediate danger, but they wish to temporarily leave their homes; it is recommended to refer the elderly persons to the 24-hour emergency support service that suits their needs
  - o For long-term financial, care, living arrangements, etc.; it is recommended to refer the elderly persons to other emergency support services
  - o If the elderly persons only wish to express their feelings, or have someone to listen to their opinions, etc.; arrangements can be made on a case-by-case basis, etc.
- If the elderly is in a critical situation; immediately refer them to a suitable 24-hour emergency support service
- If the elderly is in a safe condition; immediately provide appropriate counseling to soothe their emotions, provide support, and arrange suitable staff to follow-up on their needs on a case-by-case basis the next day
- On the day following the referral of the elderly to a 24-hour emergency support service, immediately report the situation to the senior/supervisor, and discover the elderly's condition and the related arrangements from the elderly and staff in charge of the referral service
- Document and appropriately preserve the information on the elderly's case

3. Exhibit professionalism

- Ensure adequate manpower and information to handle help/inquiry cases outside office hours
- Understand the resources and related information on 24-hour emergency support services in the community, to ensure that instant referrals can be made when necessary
- Ensure that the elderly's needs for emergency support services can be dealt with promptly

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The integrated outcome requirements of this Unit of Competency are:

- Able to deal with cases of assistance/inquiries received externally during office hours according to the organization's emergency response measures;
- Able to make an assessment based on the elderly's situation, analyze their conditions and the need for referral to emergency support services; and
- Able to refer the elderly persons to appropriate emergency support services according to the organization's procedures and guidelines on referral services.

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Specification of Competency Standards
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Unit of Competency

Functional Area - Home and Community Care

Title	Review and Follow-Up on the Quality of Emergency Support Services
Code	110868L4
Range	This Unit of Competency is applicable to practitioners who provide district and home support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to use different methods to assess the effectiveness of services and follow-up services, according to the purpose and content of providing emergency support services, and identify areas of improvement, in order to improve the quality of emergency support services.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the review and follow-up on emergency support services
	
	• Understand the organization's procedures and guidelines for reviewing service quality
	• Understand the workflow of providing emergency support services, such as:
	   o Manpower allocation
	   o Collect the elderly's background information
	   o Assess the elderly's criticality
	   o Analyze elderly's service needs
	   o Provide or refer related services, etc.
	• Understand the purpose and content of various emergency support services, such as:
	   o Emergency accommodation service
	   o Emergency financial assistance
	   o Emergency medical assistance
	   o Various 24-hour emergency hotlines, etc.
	• Understand the methods to review service effectiveness and follow-up service provision, such as:
	   o Interview with elderly persons and their family members
	   o Check with the service provider
	   o Case meetings, etc.
	• Understand the direction and scope of the review and follow-up of service effectiveness, such as:
	   o Methods and procedures for allocating manpower
	   o Service provision time limit, category, workflow, etc.
	   o The use of services by the elderly, etc.
	• Understand the skills of maintaining good communication with the elderly persons, their family members and service providers
	
	2. Review and follow-up on the quality of emergency support services
	
	• Use different methods to collect the information on the elderly's use of emergency support services
	• Use different methods and service performance indicators to assess the effectiveness of the elderly's use of services, according to the collected information and the types and purposes of emergency support services provided to them, such as:
	   o Qualitative indicators, such as: whether the elderly's emergency needs have been solved, the elderly's satisfaction with the service, etc.
	   o Quantitative indicators, such as: Life Satisfaction Index (LSI), which assesses how satisfied the elderly persons are with their lives after using the services

Functional Area - Home and Community Care

	• Review the administrative arrangements for the provision of emergency support services and assess their impact on the effectiveness of the services • Based on the collected data and evaluation results, comprehensively analyze, identify areas of improvements, and make amendments to the service accordingly • Document related service assessment reports and develop improvement plans 3. Exhibit professionalism • Fairly and objectively analyze relevant service information • Understand the importance of review and follow-up services to ensure service quality
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess the effectiveness of the service and follow-up on the service provision according to the organization's procedures and guidelines on reviewing service quality, and the purpose and content of the emergency support services; and • Able to identify areas of improvements based on the assessment results and develop improvement plans to ensure the quality of emergency support services.
Remark	

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

Functional Area - Home and Community Care

Title	Provide Emergency Support Services
Code	110869L4
Range	This Unit of Competency is applicable to practitioners who provide district and home support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to comprehensively assess the elderly's conditions and needs, analyze their conditions and efficiently provide relevant targeted emergency support services, in order to assist them in their urgent needs according to the organization's policies and mechanisms.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on emergency support services
	
	• Understand the organization's guidelines on providing emergency support services
	• Understand the organization's emergency support services and related information
	• Understand the skills to assess the elderly's needs for emergency support services
	• Understand the organization's relevant administrative arrangements, such as:
	   o Staff responsibilities
	   o Duty rosters
	   o Duty shift arrangements, etc.
	• Understand the elderly's needs for emergency support services, such as:
	   o Emergency accommodation service
	   o Emergency respite service
	   o Emergency home care service
	   o Emergency meal service
	   o Emergency financial assistance, etc.
	• Understand the application details of emergency support services, such as:
	   o Service target
	   o Application form
	   o Application procedures
	   o Charges, etc.
	• Understand the elderly's background information and the reasons why they require emergency support services, such as:
	   o Their carers can no longer attend to the them, such as: physical aging, death or illness, etc.
	   o Their carers are unsuitable, such as: the carer abuses the elderly, etc.
	   o The carer needs to leave Hong Kong temporarily
	   o The elderly's physical function declines drastically, such as: sudden illness, traffic accidents, falls, etc.
	
	2. Provide emergency support services
	
	• If you receive an elderly's call for help/inquiry during office hours, arrange the case to be handled by a social worker on or a case manager on duty
	• If the emergency hotline service is answered during non-office hours, the situation will be handled by the staff responsible for 24-hour emergency support services, according to the organization's administrative arrangements. For details, please refer to the "Refer the Elderly persons to Emergency Support Services" competency module

Specification of Competency Standards
for the Elderly Care Service Industry
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Functional Area - Home and Community Care

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Assess the elderly's needs for emergency support services using different methods, such as:

  The elderly persons and their carers directly seek help or make enquiries
  Access the elderly's case information
  Relevant staff of the organization provides information on the elderly
  Other related organizations provide information about the elderly, such as: medical social workers, etc.
  Medical reports by medical professionals, etc.

Listen to the elderly's descriptions, collect relevant information, and analyze the criticality of their situation, such as:

  Description of the incident
  Whether the elder is injured
  People involved in the incident
  Background information on the elderly, etc.

Immediately visit the elderly's home to provide assistance
First calm the elderly's emotion, and explain the emergency support services and related content that will be arranged for them
According to the organization's procedures and guidelines on emergency support services, arrange appropriate emergency support services for the elderly persons
Regularly monitor the elderly's use of services and perform amendments when necessary
Document and appropriately preserve the information on the elderly's case

3. Exhibit professionalism

Able to clearly understand the relevant information and the organization's execution procedures on emergency support services, in order to ensure that they operate proficiently when necessary
Ensure that the elderly's needs for emergency support services can be dealt with promptly

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to assess and analyze the elderly's conditions, and identify their needs, according to the organization's policies and mechanisms on emergency support services; and
Able to efficiently provide targeted emergency support services to the elderly persons, according to the organization's relevant services and administrative arrangements, and assist the elderly persons and their family members to deal with their emergency needs.

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Specification of Competency Standards
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Unit of Competency

Functional Area - Home and Community Care

Title	Develop Guidelines for the Provision of Emergency Support Services
Code	110870L5
Range	This Unit of Competency is applicable to practitioners who are responsible for developing policies on clinical care service and crisis management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to understand the organization's policies and guidelines on crisis management, understand the information related to service provision, analyze and integrate data and develop guidelines for the provision of emergency support services, to ensure that appropriate emergency support services can be efficiently provided to the elderly persons.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on emergency support services
	
	• Understand the organization's policies and practice manual on crisis management
	• Understand the organization's procedures and guidelines on service provision
	• Understand the purpose of establishing guidelines for providing emergency support services
	• Understand the appropriate professional attitudes when providing emergency support services, such as:
	    o Balancing the elderly's autonomy with the protection of their personal safety
	    o Maintain efficiency when contacting cases and providing services, etc.
	• Understand the organization's administrative arrangements on providing emergency support services
	• Understand the relevant information provided by emergency support services as a template for developing guidelines
	
	2. Develop guidelines for the provision of emergency support services
	
	• Develop guidelines on administrative arrangements for the provision of emergency support services according to the organization's policies on crisis management, such as:
	    o Dispatcher's mobile phone system
	    o Emergency service staff's 24-hour shift rotation arrangements
	    o Time limit for the first contact with a case after receiving call for help/inquiry
	    o Document and appropriately preserve the case data, etc.
	• Develop guidelines for the provision of emergency support services according to the organization's procedures and practice manual on service provision, such as:
	    o Service provision workflow
	    o Skills for assessing elderly's service needs
	    o Skills for analyzing the elderly's criticality
	    o Understand the latest and relevant community resources and related information
	    o Understand the relevant laws, such as: "Emergency Relief Fund Ordinance", "Personal Data (Privacy) Ordinance", etc.
	• Develop staff training programs to ensure that they understand and strictly comply to the guidelines and related responsibilities
	• Establish mechanisms to regularly review the conditions and effectiveness of the guidelines, identify areas of improvements, and amend them accordingly

Functional Area - Home and Community Care

	3. Exhibit professionalism • Prioritize the development of guidelines based on the elderly's interests and safety • Review the content of the guidelines and make adjustments in a timely manner, according to the needs of the elderly persons and changes in the society
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the information related to emergency support services, coordinate with the organization's policies on crisis management and service provision, and develop simple and easy-to-understand guidelines; and • Able to train the staff to understand and comply with the emergency support service guidelines.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Home and Community Care

Title	Develop Emergency Response Management Strategies
Code	110871L6
Range	This Unit of Competency is applicable to practitioners who are responsible for planning risk management work in the elderly care service industry.The application requires the demonstration of systematic expertise and coherent theoretical knowledge in a wide range of specialized technical, professional or managerial working environments, and its execution requires critical analysis, decision-making, integration and expansion skills.Practitioners should be able to understand the organization's policies on service operation, comply with the organization's policies on crisis management, and understand the knowledge and skills related to emergency response, reorganize and integrate the information to develop strategic emergency response management strategies, so that the organization effectively manages the measures related to emergency response.
Level	6
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on emergency response management
	
	• Understand the organization's strategies and policies on service operation
	• Understand the organization's obligations and responsibilities to provide safe and reliable environments for its service operations
	• Understand the methods to integrate the organization's policies and practice manual on crisis management
	• Understand the methods to assess and judge the threats and emergencies that the organization may encounter, such as:
	   o Natural disasters
	   o Man-made disasters
	   o Accidents, unexpected disasters, etc.
	• Understand the best methods to manage emergency response
	• Understand the methods to select the concepts, knowledge and skills for managing different emergencies
	• Understand the methods to assess the organization's policies and guidelines on media management
	• Understand the methods to determine the laws related to emergency response management and response measures, such as:
	   o "Occupational Safety and Health Ordinance"
	   o "Occupiers Liability Ordinance" etc.
	
	2. Develop emergency response management strategies
	
	• Integrate the organization's policies and practice manual on crisis management, and identify the threats and emergencies that require emergency response measures
	• Establish the goals for emergency response management, such as:
	   o Minimize the chance of threats and emergencies
	   o Minimize their impacts when they occur
	   o Resume the organization's normal operations as soon as possible
	• Develop the scope of work in the four stages of contingency management according to the organization's policies on service operation, such as:
	   o Prevention, such as:
	     ▪ Develop regular maintenance plans for water and electricity systems
	     ▪ Develop emergency drills, etc.

Functional Area - Home and Community Care

	- Prepare, such as: - Develop emergency response guidelines - Regularly review and amend the guidelines - Develop relevant staff training programs, etc. - Response, such as: - Develop relevant manpower and resource deployment procedures - Develop and coordinate internal and external support strategies, etc. - Recovery, such as: - Develop assessment and handling mechanisms for the impact of emergency incidents on service operations - Establish recovery teams - File insurance claims to the insurance company according to the relevant laws, etc. • Determine the organization's roles and responsibilities in the four emergency management stages, such as: - Senior management - Affected service operations supervisor - Related staff and resource deployment - Property/facilities management - Media management, etc. • Considerations when developing emergency response management strategies, such as: - Command and control - Guarantee life safety - Protect property and facilities - Coordinating internal and external service units - Media relations - Recovery and recommence operations, etc. • Develop relevant strategy training, strategy review and revision schedules 3. Exhibit professionalism - Comprehensively assess the emergency response conditions, and seek professional advice, when necessary, in order to develop relevant strategies - Ensure that the management strategy is completely and accurately developed and documented, and apply them to training
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to reorganize and consolidate data to develop emergency management strategies, according to the organization's policies on crisis management and service operations, as well as the knowledge on emergency response management.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Execute and Cooperate with the Elderly's Advance Directives
Code	110815L4
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to execute and cooperate with the elderly's advance directives when they develop the pre-specified medical conditions, according to the organization's procedures, in order to maintain their autonomy until the last moments of their lives.
Level	4
Credit	3（For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on advance directives • Understand the organization's procedures for executing the elderly's advance directives • Understand the content of advance directives • Understand the importance of executing and cooperating with the elderly's directives for the elderly persons and their family members, such as: o Allow the elderly persons to follow their own values, wishes and autonomy at the last moments of their lives o Allow the elderly's family members to understand the elderly's wishes, and avoid the stress or conflicts arising from the necessary decisions while the elderly is in a critical condition, etc. • Understand the content and effectiveness of the elderly's advance directives, such as: o When creating, modifying or revoking instructions, the elderly persons must be in mentally capable states o Creating or modifying instructions must be witnessed by two adults who are over 18 years old, and are not beneficiaries, one of whom is a doctor o Refusal to accept life-sustaining treatments o "Do-Not-Attempt Cardiopulmonary Resuscitation" forms for non-hospitalized patients, etc. • Understand the appropriate time to execute the elderly's advance directives, such as: o The condition is in the final stage o Irreversible coma, or persistent vegetative state o Simultaneous advanced and irreversible comorbid diseases with high mortality, etc. • Understand the skills of communicating with elderly persons and their family members 2. Execute and cooperate with the elderly's advance directives • Based on the medical certificate, confirm that the elderly's clinical condition complies with that stated in their advance directives • Notify the elderly's family members to confirm that they are aware of the elderly's condition and will execute the elderly's advance directives • Explain the function of the elderly's advance directives and wishes to their family members • Clearly explain the content of the elderly's advance directives to the staff and execute corresponding arrangements, according to the organization's procedures, including: o Treatment intent at the end of life, such as: refusing life-sustaining treatment and only accepting palliative treatment as specified in the advance directives

Functional Area - Psychosocial and Spiritual Care

	○ According to the elderly's wishes, arrange the elderly persons to receive palliative and nursing services at home, as well as dying in their residences ○ Arrange for the people who the elderly persons requested to accompany them at home, such as: their family members, friends or designated nursing staff, etc. • Communicate closely with the end-of-life care team members and the elderly's family members in order to accurately execute and cooperate with the elderly's advance directives • If the elderly persons and their family members disagree with each other, refer the case to the relevant hospital or ethics committee • If the elderly's advance directive is vague or unclear, do not execute the clause 3. Exhibit professionalism • Respect the elderly's wishes, comply with their advance directives, and clearly understand the legal requirements
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to execute and cooperate with the elderly's advance directives when they develop the pre-specified medical conditions, according to the organization's procedures and legal requirements, in order to fulfil their wishes and maintain their autonomy until the last moments of their lives.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Execute and Cooperate with the Elderly's End-of-Life Advance Care Plans
Code	110816L4
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to execute and cooperate with the elderly's end-of-life advance care plans during their late stages of life, according to the organization's procedures, in order to improve their quality of their late stages of life, so that they can enjoy the rest of their lives.
Level	4
Credit	5 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on end-of-life advance care plans - Understand the organization's procedures for executing end-of-life advance care plans - Understand the purpose and importance of executing and cooperating with the end-of-life advance care plans, including: - Respect life and the elderly persons, execute their personal wills, and achieve autonomy - Improve the mutual trust and understanding between the medical team, the elderly persons, and their family members to eliminate conflicts - Reduce unnecessary fatigue and pain for the elderly persons when they are dying - Reduce the difficulties, stress and guilt of the elderly's family members when facing the elderly's death - Understand the contents of the elderly's end-of-life advance care plans, such as: - Elderly's decisions on their treatment and care at the end of the lives - Elderly's choice of place of death and arrangements for death - Life review and consolidation of the elderly's life, as well as unfinished wishes, etc. - Understand the appropriate time to execute and cooperate with the end-of-life advance care plans, such as: - Illness at its terminal stage, with a life expectancy of less than one year - End-stage organ failure, cancer, dementia, etc., with repeated hospital admissions, eating disorders, etc. - Understand the skills of communicating with elderly persons and their family members 2. Execute and cooperate with the elderly's end-of-life advance care plans - Clearly explain the content of the elderly's end-of-life advance care plans to the staff and execute corresponding arrangements, according to the organization's procedures, including: - Communicate closely with the medical team, and arrange for the end-of-life treatment according to the elderly's wishes, such as: - Execute advance directives, do not send to hospital to receive ineffective and undesired treatment - Arrange to receive palliative treatment at home - Arrange appropriate transportation services to and from hospitals and residences to reduce the hospital stays for non-invasive treatment or examinations

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

Functional Area - Psychosocial and Spiritual Care

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- ▪ Simplify the admission procedures to avoid the fatigue generated by the admission, triage and discharge from the accident and emergency department, etc.
  - o Communicate closely with the elderly's family members or their "substitute", and arrange end-of-life care according to the elderly's wishes, such as:
    - ▪ Arrange for the elderly persons to receive care in their homes
    - ▪ Only accept non-invasive care, such as: do not force tube feeding
    - ▪ Arrange for the elderly's favorite family member, friends or carer to accompany and assist in taking care of the elderly
    - ▪ Take care of the spiritual needs of the elderly persons and their family members, share their grief, etc.
  - o Provide information and assistance according to the elderly's wishes on their death arrangements, such as:
    - ▪ Methods of their funeral
    - ▪ Consent for organ donation
    - ▪ Consent to dissect their bodies, etc.
  - o Assist the elderly persons to review their life experiences, consolidate their gains and losses, and try to help achieve any unfulfilled wishes in order to eliminate regrets, such as:
    - ▪ Arrange to take final wedding photos with their spouse
    - ▪ Contact friends whom they have not been in contact for many years
    - ▪ Accompany the elderly persons to the theme park they wish to visit, etc.
- • Regularly contact the elderly persons, their family members, and their carers to ensure accurate and appropriate execution and cooperation with the needs of the elderly's end-of-life care

3. Exhibit professionalism

- • Respect the elderly's wishes, and accurately comply, execute and cooperate with their end-of-life advance care plans

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- • Able to execute and cooperate with the elderly's end-of-life advance care plans during their late stages of life, according to the organization's procedures, in order to improve their quality of their late stages of life, so that they can enjoy the rest of their lives.

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

Functional Area - Psychosocial and Spiritual Care

Title	Assist the Elderly Persons in Creating Life Stories
Code	110817L4
Range	This Unit of Competency is applicable to practitioners who provide counselling services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to guide and integrate the elderly persons to consolidate their life experience, using the methods and techniques of reminiscence therapy, to assist them in creating life stories, according to the organization's guidelines and procedures on personal data management, in order to improve the elderly's affirmation on their lives.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on life stories
	
	• Understand the organization's procedures and practice manual on obtaining personal data
	• Understand the theory behind life stories: reminiscence therapy
	• Understand the purpose and effectiveness of life stories, such as:
	   ○ Increase interaction and sharing with other people
	   ○ Increase joy and pride
	   ○ Strengthen the affirmation of their lives
	   ○ Reshape into positive attitudes, etc.
	• Understand the skills and attitudes of communicating with the elderly persons
	• Understand the entire process and skills of making life stories
	• Understand the skills of writing life story plans and reviewing reports, such as: budget, etc.
	• Understand the "Personal Data (Privacy) Ordinance"
	
	2. Assist the elderly persons in creating life stories
	
	• Obtain the elderly's informed consent, have them sign the consent form, and agree to the use of their personal data, including texts, photos, etc., in the production of their life stories, according to the organization's procedures and guidelines on obtaining personal data
	• Establish good relationships with the elderly persons using appropriate communication skills and attitudes, in order to help collect their information and life experiences, such as:
	   ○ Be patient, listen carefully, do not rush them
	   ○ Use direct and simple sentences
	   ○ Observe for non-verbal cues, such as: eye expressions, facial expressions, movements, sitting postures, etc.
	   ○ Use the appropriate voice and tone
	   ○ Show empathy, and understand their feelings
	   ○ Express optimism and positivity
	   ○ Respect, do not criticize, etc.
	• Encourage the elderly persons to share their experiences at different stages of their lives, such as:
	   ○ Childhood, such as: childhood toys, interesting incidents at school, friendship with their childhood friends, etc.

Functional Area - Psychosocial and Spiritual Care

	- o Adulthood, such as: working life, creating a family, taking care of their children, etc. - o Old age, such as: making their grandchildren happy, retirement life, gatherings with old friends, etc. - o Others, such as: hobbies, favorite food, life in their hometown, etc. - Utilize reminiscence therapy and other techniques to create the elderly's life stories, in order to achieve individual uniqueness, such as: - o Guide the elderly persons to share their life experiences using different methods, such as: using an object, number, song, to associate with their memories or feelings - o The elderly persons have rich life experiences, so work with them to select one or two themes or life events that they most want to include in their life stories - o Utilize different auxiliary tools to create wonderful life stores, such as: photos, pictures, nostalgic objects, various computer fonts, picture frames, etc. - o Design the text according to the elderly's eyesight and preferences - o Maintain positive, respectful and caring attitudes when the elderly's experiences negative emotions when sharing their life experiences, in order to help them in reframing and appreciating their thoughts - Review the elderly's life story with them upon completion, so that they are able to reorganize the important experiences of their lives and face themselves with certainty 3. Exhibit professionalism - Maintain objective and caring attitudes, in order to establish and maintain good relationships with the elderly persons - Respect the elderly's autonomy so that they can create their own unique life stories - Comply with the "Personal Data (Privacy) Ordinance" when processing personal data
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to guide the elderly persons to consolidate their life experiences, and assist in creating their life stories, according to the organization's procedures and guidelines on obtaining personal information; and - Able to maintain appropriate attitudes, establish good relationships with the elderly persons, and improve their affirmation on their own lives after creating life stories.
Remark	

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

Functional Area - Psychosocial & Spiritual Care

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	Performance Requirements
	1. Relevant knowledge on grief counselling
	
	    Be able to
	• Understand the objectives and importance of grief counselling, including
	    ○ 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
	
	2. Provide grief counselling
	
	    Be able to
	• Integrate the background information of mourners, in order to assess the overall situation at that point of time, including
	    ○ Stages of grief: Shock, denial, anger, guilt, depression, acceptance
	    ○ Grief reactions in various aspects
	        ▪ Physical aspect: Fatigue, poor appetite, difficulty breathing
	        ▪ Emotional aspect: guilt, irritability, fear, hopelessness
	        ▪ Cognitional 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
	        ▪ 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

Functional Area - Psychosocial & Spiritual Care

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- ▪ 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
  - o 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
  - o 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
  - o 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,
  - o Actively listen, be open-minded, guide the mourners to express their inner feelings
  - o Use body language appropriately to comfort the mourners, for example, gently tap on their shoulder etc.
  - o 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

3. Exhibit professionalism

Be able to
- Provide grief counselling with professional attitude, adhering to relevant code of conduct
- Follow the Personal Data (Privacy) Ordinance when managing personal data

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<td>Assessment Criteria</td>
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The integrated outcome requirement of this Unit of Competency is:

- 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.

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

Functional Area - Psychosocial & Spiritual Care

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	Performance Requirements
	1. Relevant knowledge on life-death education
	
	Be able to
	• Understand the objectives of life-death education and its importance to elderlies, including
	   ○ 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
	   ○ 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
	   ○ Writing a will
	   ○ Planning their estate
	   ○ After-death arrangement, for example,
	     ▪ 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
	
	2. Provide elderlies with life-death education
	
	Be able to
	• 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
	   ○ 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
	   ○ Life review support group
	   ○ After-death planning seminar

Functional Area - Psychosocial & Spiritual Care

	o A trip to watch a burial ceremony at sea
	       o 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,
	       o Collect elderlies' opinions on the activity, conduct evaluation and make improvement
	       o Arrange individual counselling or make referral to relevant community support service for elderlies
	
	3. Exhibit professionalism
	
	    Be able to
	• Respect the autonomy of elderlies when providing life-death education
	• Respect the views on life and death in various cultures and religions

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Psychosocial & Spiritual Care

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	Performance Requirements
	1. Relevant knowledge on life-death education
	
	    Be able to
	• Understand the objectives of life-death education and its importance to the elderlies' families, including
	    o Help elderlies' review their life and recognize the value of their life
	    o Enhance the knowledge of elderlies' families on after-death arrangements
	    o Instil a positive attitude towards death
	    o 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
	    o Assist elderlies to review different stages of their life
	    o Assist elderlies to sort out their values in life
	• Understand the relevant knowledge on life-death education, including
	    o Writing a will
	    o Planning their estate
	    o After-death arrangements, for example,
	        ▪ Make a death registration
	        ▪ Management of body of the deceased
	        ▪ Funeral services
	    o Relevant ordinance and legal procedures
	    o 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
	
	2. Provide life-death education to elderlies' families
	
	    Be able to
	• Provide relevant services according to the different needs of elderlies' families in terms of life-death education, including
	    o 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.
	    o 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.

Functional Area - Psychosocial & Spiritual Care

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○ 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

○ The procedures/skills to start such conversations with elderlies

▪ 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

▪ 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

▪ 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

3. Exhibit professionalism

Be able to

• 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

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The integrated outcome requirements of this Unit of Competency are:

• 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.

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

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	Performance Requirements
	1. Relevant knowledge on providing end-of-life care for elderlies
	
	    Be able to
	• 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:
	    o Their age
	    o Their physical condition
	    o Their psychological status, such as, their relationship with elderlies
	    o Families' expectation towards providing end-of-life care to elderlies
	    o 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
	
	2. Teach families to provide end-of-life care to elderlies
	
	    Be able to
	• 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,
	    o Use inflated mattress and sitting cushions to alleviate pressure sore and pain
	    o Consider using a wheelchair if elderlies' lower limbs show bilateral weakness, or if they feel fatigue easily
	    o Acquire the skills to alleviate pain
	    o Arrange families and friends visit elderlies so that they feel loved, while reducing the anxiety of separation and a sense of abandonment
	    o Provide religious support, for example, chaplain visit, Buddhism worship, or a meeting with a priest, so as to offer spiritual comfort to elderlies
	    o 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
	    o 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

Functional Area - Psychosocial & Spiritual Care

	3. Exhibit professionalism Be able to • Build rapport with elderlies and their families, show empathy, and respect the wishes of elderlies and their families
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Psychosocial and Spiritual Care

Title	Develop End-of-Life Care Plans (Service Unit)
Code	110818L5
Range	This Unit of Competency is applicable to practitioners who provide end-of-life services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to understand the elderly's wishes and needs, and develop end-of-life care plans (service unit), according to the organization's policies, so that the elderly persons can spend the last days of their lives with dignity.
Level	5
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on end-of-life care plans (service unit) - Understand the purpose and importance of developing end-of-life care plans (service unit) - Understand the recipients of the end-of-life care plans (service unit), such as: - Elderly persons with terminal cancer - Elderly persons with end-stage Parkinson's disease, etc. - Understand the source of the recipient, such as: - Counseling patients - Patients who require nursing support services, etc. - Understand the knowledge of the elderly persons and their carers on the end-of-life care plans (service unit) - Understand the needs of elderly persons and their carers for end-of-life care - Understand the process of developing end-of-life care plans (service unit) - Understand the various community resources on end-of-life care - Understand the arrangements and managements of funerals - Understand the skills of working with other professionals - Understand the skills to build relationships with the elderly persons and their carers 2. Develop end-of-life care plans (service unit) - Assess and analyze the abilities of the elderly persons and their carers, according to the communication with the elderly persons, their carers and related professionals (such as: doctors, etc.) - Share the purpose and importance of end-of-life care plans with the elderly persons and their carers, so that they can make appropriate decisions, such as: - Express their wishes, and live their last days of life with dignity - Relieve the stress of the carers, and promote their relationship with the elderly persons - After the agreement with the elderly persons and their carers, develop their end-of-life care plans using different models within the service unit, such as: - Individual interview services, such as: - Counselling service - Grief counselling, etc. - Mutual assistance group activities, such as: - Life and death education group - Stress relief group for carers, etc. - End-of-life care talks/workshops, such as:

Functional Area - Psychosocial and Spiritual Care

	▪ Lectures: invite lawyers to explain legal information, such as: Advance directives, Will processing, etc. ▪ Workshops: invite occupational therapists, physiotherapists and nurses to explain home environment safety, daily care or individual care skills to home carers ○ Respite services at the center ○ End-of-life care activities, such as: ▪ Dream come true event ○ Referral services, such as: ▪ Palliative services ▪ Residential respite services ▪ Integrated home care services, etc. - Attend to the elderly's spiritual needs, and encourage them to express their wishes to the relevant staff and carers - Keep appropriate records of the care plan, so that the relevant staff could coordinate and make appropriate arrangements according to the plan, and amend the contents according to the elderly's wishes 3. Exhibit professionalism - Respect the elderly's autonomy when developing their care plans - Utilize sufficient community resources to meet the needs of the elderly persons and their carers - Comply with relevant legal requirements when developing care plans
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to educate the elderly persons and their carers, communicate well, and develop end-of-life care plans according to the elderly's wishes and related legal requirements, so that they can spend their last days of their lives with dignity.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Assess the Effectiveness of End-of-Life Care Plans
Code	110819L5
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess the effectiveness of individual end-of-life care plans using different methods, and identify areas of improvement for future plan improvement purposes.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on assessing the effectiveness of end-of-life care plans - Understand the information, knowledge and skills for assessing end-of-life care plans, such as: - Provide direct service content data - Referral information and results - Elderly, medical care and activity information, etc. - Understand the factors that affect the effectiveness of end-of-life care plans, such as: - Cooperation of the elderly persons and their carers - Support by the organization and service unit - Understand the different assessment methods - Understand the assessment process - Understand the skills of working with other professionals - Understand the skills to build relationships with the elderly persons and their carers 2. Assess the effectiveness of end-of-life care plans - Establish effectiveness indicators for the elderly's individual end-of-life care plans, such as: qualitative and quantitative indicators, etc. - Assess from both the effectiveness and the process, such as: - Examples of effectiveness assessment: the satisfaction of the elderly persons, the effectiveness of the end-of-life care plan, etc. - Examples of process assessment: expected workload and achievement of scheduled indicators, etc. - Collect data on performance indicators from related staff using different methods, such as: - Questionnaires (before and after the case) - Interviews with the elderly persons and their carers - Case meetings - Compare work quantity accomplishment indicators, etc. - Analyze the factors that affect the plan based on the obtained data on performance indicators, in order to assess the effectiveness of the plan - Record the results of the assessment on effectiveness, identify and suggest areas of improvements, and use them as reference for future development of the elderly's care plan 3. Exhibit professionalism

Functional Area - Psychosocial and Spiritual Care

	• Collect sufficient data at different levels, and develop objective standards for measure end-of-life care plans
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess the effectiveness of the elderly's end-of-life care plans using different methods, according to their goals and contents, and identify areas of improvements based on the assessment results, for future plan improvement purposes.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Develop End-of-Life Care Plans (Elderly's Home)
Code	110820L5
Range	This Unit of Competency is applicable to practitioners who provide end-of-life services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to understand the elderly's wishes and needs, and develop end-of-life care plans (elderly's home), according to the organization's policies, so that the elderly persons can spend the last days of their lives with dignity.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on developing end-of-life care plans (elderly's home)
	
	• Understand the purpose and importance of developing end-of-life care plans (elderly's home)
	• Understand the recipients of the end-of-life care plans (elderly's home), such as:
	   o Elderly persons with terminal cancer
	   o Elderly persons with end-stage Parkinson's disease, etc.
	• Understand the source of the recipient, such as:
	   o Patients that are moderately or severely impaired, and require physical function improvement in their homes or the community care services
	   o Counseling patients
	   o Patients who require nursing support services, etc.
	• Understand the knowledge of the elderly persons and their carers on the end-of-life care plans (elderly's home)
	• Understand the needs of elderly persons and their carers for end-of-life care
	• Understand the process of developing end-of-life care plans (elderly's home)
	• Understand the various community resources on end-of-life care
	• Understand the arrangements and managements of funerals
	• Understand the laws related to end-of-life care
	• Understand the skills of working with other professionals
	• Understand the skills to build relationships with the elderly persons and their carers
	
	2. Develop end-of-life care plans (elderly' home)
	
	• Assess and analyze the abilities of the elderly persons and their carers, according to the communication with the elderly persons, their carers and related professionals (such as: doctors, etc.)
	• Share the purpose and importance of end-of-life care plans with the elderly persons and their carers, so that they can make appropriate decisions, such as:
	   o Express their wishes, and live their last days of life with dignity
	   o Relieve the stress of the carers, and promote their relationship with the elderly persons
	• After the agreement with the elderly persons and their carers, develop their end-of-life care plans using different models, such as:
	   o Counselling service
	   o Life and death education and allow the elderly persons decide on their funeral arrangements
	   o Relevant legal knowledge, such as:

Functional Area - Psychosocial and Spiritual Care

	▪ Advance directives ▪ Will processing, etc. ○ Grief counselling ○ Home environment safety assessment and improvement suggestions ○ Respite services at home ○ Escort services ○ Daily nursing, such as: ▪ Moisturizing and massage ▪ Assist getting out of bed ▪ Assist turning over in bed, etc. ○ Home healthcare and rehabilitation services ○ Referral services, such as: ▪ Palliative services ▪ Residential respite services, etc. • Attend to the elderly's spiritual needs, and encourage them to express their wishes to the relevant staff and carers • Keep appropriate records of the care plan, so that the relevant staff could coordinate and make appropriate arrangements according to the plan, and amend the contents according to the elderly's wishes 3. Exhibit professionalism • Respect the elderly's autonomy when developing their care plans • Utilize sufficient community resources to meet the needs of the elderly persons and their carers • Comply with relevant legal requirements when developing care plans
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to educate the elderly persons and their carers, communicate well, and develop end-of-life care plans according to the elderly's wishes and related legal requirements, so that they can spend their last days of their lives with dignity.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Provide Staff Training (End-of-Life Care)
Code	110924L5
Range	This Unit of Competency is applicable to practitioners who provide end-of-life care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to arrange staff training according to the organization's end-of-life care plans, in order to improve the relevant skills of the staff.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on staff training (end-of-life care)
	
	• Understand the staff's awareness of end-of-life care
	• Understand the guidelines of government authorities and agencies on the execution of end-of-life care plans
	• Understand the importance of training staff for end-of-life care plans, such as:
	   o Raise their awareness of the elderly persons in end-of-life stages
	   o Enhance the staff's knowledge and skills in caring for the dying elderly persons
	   o Promote their relationships with the elderly persons, etc.
	• Understand the training content of the end-of-life care plan, such as:
	   o The needs of the dying elderly
	   o Understand the common disease of the dying elderly
	   o Understand the communication skills with the elderly persons, their family members and carers
	   o Understand the community resources for the dying elderly persons
	   o Understand life and death education and hospice services
	   o Understand the preset medical instructions, preset end-of-life care plans and legal knowledge on handling wills
	   o Daily care skills and practices, such as:
	      ▪ Personal care
	      ▪ Prevent bedsores
	      ▪ Body and oral cleaning, etc.
	• Understand the different training models, such as: classroom teaching, internship, workshops, field trips, etc.
	• Understand the effectiveness indicators of providing staff training
	
	2. Provide staff training (end-of-life care)
	
	• Determine the staff's awareness and needs for end-of-life care as the content and developmental direction of the training, according to the staff's training records, comments from the senior/supervisor, employee meetings, individual consultations with the staff, and other enquiry methods, etc.
	• Perform preparations for staff training (end-of-life care), such as:
	   o Determine training objectives and effectiveness indicators
	   o Plan the content suitable for staff training
	   o Select the appropriate training model and instructors
	   o Cooperate with the staff's work arrangements and develop training schedules
	   o Arrange suitable venues and manpower, etc.
	• Monitor the training conditions to review the effectiveness

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

Unit of Competency is applicable across different functional areas

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Assess the execution and content of relevant training programs, such as:

The degree of goal achievement
Instructor performance
Staff attendance rate
Staff performance during training, etc.

Perform and write assessment records, such as:

Organize the feedbacks from the staff and instructors
Written records of staff training details
Suggest improvements
Appropriately store records, etc.

3. Exhibit professionalism

Ensure that the training content meets the needs of the staff for providing end-of-life care
Effectively enhance the staff's abilities and confidence in caring for the dying elderly
Assess and improve the effectiveness of training

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to provide appropriate staff training as needed, according to the staff's awareness of end-of-life care, in order to enhance their abilities and confidence in caring for the dying elderly; and
Able to monitor and record the training process and effectiveness, and perform improvements according to the suggestions, in order to enhance the staff's relevant skills.

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

Unit of Competency is applicable across different functional areas

Title	Develop Staff Training (End-of-Life Care)
Code	110925L5
Range	This Unit of Competency is applicable to practitioners who are responsible for management of the elderly's end-of-life care in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze the resources allocated by the organization and determine the staff's training and development needs, develop staff training programs to improve their knowledge and skills on end-of-life care, and ensure they provide appropriate elderly community care and support services, in order to improve the overall level of service.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on providing staff training (end-of-life care)
	
	• Understand the relevant theories and knowledge on end-of-life care and staff training
	• Understand the methods that staff use to obtain knowledge on end-of-life care
	• Understand the scope of knowledge on end-of-life care in different staff positions
	• Understand the end-of-life care plan executed by the organization
	• Understand the administrative structure and functional areas of the department providing end-of-care services
	• Understand the support which the department provides, such as:
	    o Finance
	    o Time
	    o Venue
	    o Staff arrangements
	    o Related professional knowledge and skills, etc.
	• Understand the training instructors and related groups that provide relevant information for professional training
	• Understand the assessment methods for staff training (end-of-life care)
	
	2. Develop staff training (end-of-life care)
	
	• Develop staff training (end-of-life care) goals, expected results and budget
	• Develop appropriate training directions and scope according to the assessment of the current staff's knowledge and level of understanding on end-of-life care, such as:
	    o Training record
	    o Staff meetings, etc.
	• Develop the staff positions and their training content for end-of-life care, such as:
	    o Frontline staff must understand support skills
	    o Professional staff must understand the methods for assessing dementia in the elderly persons, etc.
	• Develop various models of training (end-of-life care), such as:
	    o Classroom lectures
	    o Internship workshops, etc.
	• Develop the tools and content for assessing effectiveness, such as:
	    o Questionnaires before and after training, such as:
	        ▪ Level of understanding on the content of end-of-life care
	        ▪ Satisfaction with the time and venue

Unit of Competency is applicable across different functional areas

	○ Staff training attendance forms ○ Develop the frequency and time schedule of staff training for staff in different positions, etc. • Develop review mechanisms to regularly review the effectiveness of the training program, in order to improve and enhance the training quality • Have the staff write records after their training, and appropriately store them for future review and follow-up purposes 3. Exhibit professionalism • Effectively utilize the organization's resources to develop staff training programs that meets the needs of community care • Ensure that the training program effectively improves the staff's level of end-of-life care and quality of community care and support services • Able to assess and improve the effectiveness of training
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to develop staff training programs according to the organization's future development plans, scope of community care and support services, and the staff's training needs on end-of-life care; • Able to provide the staff with the latest knowledge and skills on end-of-life care, in order to improve their quality of care; and • Able to regularly review the effectiveness of the developed training program, and make improvements accordingly.
Remark	

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

Functional Area - Home and Community Care

Title	Follow-Up Home Repair Cases
Code	110874L3
Range	This Unit of Competency is applicable to practitioners who provide district and home support services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to review the repair results, and assess the home environment improvement brought on by the elderly's home repair projects, according to the elderly's needs and items of home repair.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on following-up home repair cases
	
	• Understand the elderly's needs for home repair
	• Understand the items and contents of the elderly's home repair projects
	• Understand the skills of inspecting repair projects
	• Understand the skills of assessing the home environment safety
	
	2. Follow-up home repair cases
	
	• Inspect whether the elderly's home repair results meet the safety and quality standards, such as:
	    o Leveling the ceiling: inspect whether the ceiling appears uneven
	    o Painted wall: inspect whether the wall is cracked or uneven
	    o Window repair: inspect for loose window handles, hinges, etc.
	    o Repair of the fresh water system: inspect for cracks in the pipes, rust, etc.
	    o Maintenance and repair of the sewage system: inspect whether the drainage is clogged, leaking, etc.
	• If there are still omissions and deficiencies in the home repair projects; assist the elderly persons to communicate with the person in charge of the relevant department/group to follow-up and manage the issue
	• Ensure the after-sales service and maintenance period of the home repair project
	
	3. Exhibit professionalism
	
	• Follow-up the work of home repair projects and inspect the repair results
	• Maintain good communication with the elderly persons and the person in charge of maintenance services, in order to effectively follow-up and handle the repair work

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to inspect and follow-up the repair results according to the content of the elderly's home repair projects, and ensure safe and improved home environments for the elderly.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on maintenance and improvement of elderlies' home environment
	
	    Be able to
	• 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.
	
	2. Provide environmental warranty and enhancement
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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.

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

Functional Area - Psychosocial & Spiritual Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	

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

Functional Area - Home and Community Care

Title	Arrange for the Maintenance and Improvement of Home Environments
Code	110875L4
Range	This Unit of Competency is applicable to practitioners who provide home maintenance and improvement services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to under the advice of medical professionals, review the corresponding environmental maintenance and improvement work, according to different home environments.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on arranging maintenance and improvement of home environments
	
	• The importance of the environment to the life of the elderly, such as:
	   ○ Safe environments reduce the risk of accidents
	   ○ Review the elderly's definition of safety needs, etc.
	• Environmental maintenance items, such as:
	   ○ Lighting
	   ○ Air circulation
	   ○ Floor conditions
	   ○ Furniture quality
	   ○ Home appliance safety, etc.
	• Distinguish between small and large-scale home environment maintenance and improvement, such as:
	   ○ Minor tasks mainly include daily life improvement and minor projects, such as: handrail installation or lighting improvement, etc.
	   ○ Large-scale tasks involve projects that require the elderly persons to temporarily move away from their homes, such as: removing bathtubs, reorganizing rooms, etc.
	• Understand the processes of home environment maintenance and improvement, such as:
	   ○ Supervise the improvement work
	   ○ Instruct the elderly persons to change their living habits, etc.
	• Describe about the personnel involved in the maintenance and improvement of home environments, such as:
	   ○ Medical professionals
	   ○ Engineering staff
	   ○ Rehabilitation equipment salesperson, etc.
	• Understand the tasks related to reporting, such as:
	   ○ Date, time and attendees of home visits
	   ○ The recording style before and after maintenance and improvement, etc.
	
	2. Arrange for the maintenance and improvement of home environments
	
	• Analyze and quantify the factors that affect the maintenance and improvement of home environments
	• Arrange suitable appliances and maintenance works for the elderly persons to improve their home environments according to the instructions by medical professionals
	• Instruct the elderly persons on the methods to improve their habits
	• Monitor the progress and effectiveness of maintenance and improvement projects

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

Functional Area - Home and Community Care

	• Report related work progress to the senior 3. Exhibit professionalism • Ensure that the maintenance and improvement of home environments are according to the instructions • Able to inspect the effectiveness of environmental maintenance and improvement tasks, and report to the senior
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to arrange maintenance and improvement of home environments according to the instructions by professional medical personnel, and inspect the effectiveness of the work; and • Able to record and preserve the relevant documents related to the maintenance and improvement of home environments.
Remark	

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

Functional Area - Home and Community Care

Title	Refer Home Repair Services for the Elderly Persons
Code	110876L4
Range	This Unit of Competency is applicable to practitioners who provide district and home support services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to assess the elderly's home environments, analyze the safety and maintenance needs, and refer appropriate home maintenance services and related community resources for the elderly persons, in order to improve their home environment and quality of life.
Level	4
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on referring home repair services • Understand the organization's referral mechanisms and guidelines • Understand the knowledge and skills of assessing the safety of home environments • Understand the elderly's needs for home repairs • Understand the type of houses that the elderly persons live in • Understand the departments and community groups/services that provide home maintenance, such as: 　○ "Responsive In-Flat Maintenance Services" of the Housing Department 　○ "Elderly Integrated Home Safety Projects" of non-governmental organizations 　○ Elderly support services in the Elderly District Center provide voluntary home repair services, etc. • Understand the community resources related to home repairs, such as: 　○ Hong Kong Housing Society's "Building Maintenance Grant Scheme for Elderly Owners" 　○ Interest-free loans for home repairs 　○ Home repair subsidies, etc. • Understand the importance of home repairs to the elderly's lifestyle 2. Refer home repair services for the elderly persons • Inspect the elderly's home environment, assess their maintenance needs, or listen to the elderly's requests for home maintenance, such as: 　○ Leveling the ceiling 　○ Paint the walls 　○ Window maintenance or repairs 　○ Maintenance and repairs of the fresh water and sewage system, etc. • According to the type of houses the elderly persons live in, find suitable organizations/departments to carry out home repairs for them, such as: 　○ Public housing; refer to the Housing Department 　○ House ownership, village houses, and private buildings; refer to private maintenance/repair companies, community groups, social welfare organizations etc. • If the elderly persons are referred to a department/organization that provides home repair services; understand whether they meet the qualification criteria, and whether the services are suitable for them, such as: 　○ The service's designated target groups 　○ Eligibility to use the service, such as: financial status, etc.

Functional Area - Home and Community Care

	o The scope of repair services, etc.
	• If the elderly persons are referred to private repair companies; help them obtain and compare quotations from different home repair companies, while understanding the relevant information of the companies, such as:
	     o Whether the company has obtained legal and relevant licenses
	     o Whether the home repair technician has a qualified license and relevant experience
	     o Maintenance items including the content
	     o Whether there are additional charges, etc.
	• Refer the elderly persons to relevant community resources and understand relevant information, according to their financial conditions, such as:
	     o Scope of eligible allowance
	     o Application form
	     o Application procedures
	     o Application instructions
	     o Allowances or grants, etc.
	• Refer the elderly persons according to the organization's procedures and guidelines, and the relevant procedures of the departments/organizations that provide home maintenance services
	
	3. Exhibit professionalism
	
	• Able to listen to and assess the elderly's needs for home repair, and refer appropriate home repair services and related community resources for them

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the safety and maintenance needs of the elderly's home environments, and refer them to appropriate home maintenance services and related community resources, in order to improve their home environment and quality of life.
Remark	

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

Functional Area - Home and Community Care

Title	Monitor the Safety and Quality of Home Environments
Code	110877L5
Range	This Unit of Competency is applicable to practitioners who are responsible for monitoring the safety and quality of home environments in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to monitor the safety of home environments according to the content of home environment safety assessments and the elderly's health, in order to ensure their safety at home.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on home environment safety • Benefits of safe environments • Common types of houses in Hong Kong • Environmental assessment projects • The relationship between the elderly's healthy lifestyle and the environment • Resources to improve home safety • Methods to systematically monitor home safety, etc. 2. Monitor the safety and quality of home environments • Conduct assessments according to the measures and projects for safety improvement for the elderly's home environment, in order to improve their safety • Ensure the smooth operations of the home environment maintenance and improvement projects • Ensure that the work complies with safety and professional codes of conduct • Through communication and monitoring mechanisms, ensure that the relevant staff understands and effectively executes home environment and safety improvement work • Monitor and ensure that the home environment improvement work can meet the health needs of the elderly • Ensure that the work for monitoring and assessments of the safety and quality of home environments can correlate with each other, in order to achieve the home safety for the elderly persons • Collect opinions from the elderly persons and their carers in response to the dynamic needs of their home environment's safety, and adjust the work in a timely manner, in order to protect the elderly's health and safety in their homes 3. Exhibit professionalism • Monitor the quality of home environment safety according to the elderly's home environment safety measures and plans, to ensure their health and safety at home.
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to monitor the elderly's home environment safety plans according to their needs; and • Able to regularly assess home environments, review the execution of plans, and perform amendments in a timely manner.

Functional Area - Home and Community Care

Remark	

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

Functional Area - Home and Community Care

Title	Assist in Shopping
Code	110863L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able utilize knowledge on daily shopping to assist the elderly persons in purchasing the necessary items, and delivering it to them, according to their shopping needs, budget, and the organization's procedures and guidelines.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on shopping
	
	• Understand the organization's procedures and guidelines on assisted shopping
	• Understand the organization's guidelines on occupational safety and health
	• Understand the items and information on the item that the elderly persons need to purchase
	• Understand the knowledge required for shopping, such as:
	   o Location of nearby shops
	   o The fastest route etc.
	• Understand the methods to settle money with the elderly
	• Understand the purpose of the money collection form
	• Understand the importance of maintaining good communication with the elderly
	
	2. Assist in shopping
	
	• Create shopping lists according to the organization's guidelines and the elderly's agreement, such as:
	   o Quality
	   o Quantity
	   o Expected expenditures, etc.
	• Review the daily necessities that the elderly persons lack, and make shopping suggestions based on the knowledge on the elderly persons and the observation of their home environments
	• Collect the expected expenditures for the purchase of items from the elderly persons, and sign relevant documents to prove the purpose and amount of the money collected
	• Visit nearby shops for shopping according to the shopping list
	• Pay attention to important information related to the items when shopping, such as:
	   o Check the brand of the goods
	   o Check the expiration date or best before date
	   o Check whether the goods are defective or rotten, etc.
	• Immediately call the elderly persons to communicate if any issues related to the goods arise
	• Check and keep the receipts after payment
	• Deliver the items to the elderly's home after shopping
	• Check the goods and prices with the elderly persons
	• Return the remaining money to the elderly persons and sign relevant documents
	• Assist the elderly to place the goods in suitable or designated positions, according to the elderly's abilities and the weight of the goods

Functional Area - Home and Community Care

	• Ensure self-protection when providing services, to avoid strains or injures, according to the organization's relevant occupational safety and health guidelines, such as:
	    o Maintain the correct posture
	    o Protect joints
	    o Use energy conserving techniques, etc.
	• Keep all purchase receipts to protect the rights and interests of both parties
	
	3. Exhibit professionalism
	
	• Comply with the organization's procedures and guidelines when working
	• Make sure to follow the elderly's shopping and assist in purchasing their needed daily necessities

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to utilize knowledge on daily shopping to assist the elderly persons in purchasing the items they need, according to their shopping needs and expected expenditure.
Remark	

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

Functional Area - Home and Community Care

Title	Accompany Outdoor Activities
Code	110864L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to accompany the elderly persons in their outdoor activities according to their needs and the organization's guidelines and procedures, in order to ensure the elderly's safety.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on accompanying outdoor activities • Understand the organization's guidelines and procedures for accompanying outdoor activities • Understand the organization's guidelines on occupational safety and health • Understand the purpose of accompanying outdoor activities, such as: 　o Reduce the loneliness of elderly persons 　o Attend to the elderly's needs and ensure their safety 　o Improve the elderly's social life, etc. • Understand the details of the elderly's outdoor activities, such as: 　o Purpose, such as: dates with friends, walking, shopping, doing sports, etc. 　o Location 　o Time, etc. • Understand the skills of maintaining good communication with the elderly persons • Understand all aspects of the elderly's conditions and the assistance they need, such as: 　o Chronic disease 　o Mobility 　o Cognitive ability 　o Mental condition 　o Medications, etc. • Understand the relevant service content and required skills • Understand what the elderly needs to bring when going out, such as: 　o Identification documents 　o Mobility aid/wheelchair 　o Pocket medication 　o Water and food 　o Moderate amounts of money 　o Items related to outdoor activities, shopping carts, etc. • Understand the safety measures for the elderly persons with special circumstances, such as: 　o Prevent the elderly persons with dementia from getting lost 　o Take precautions against falls of the elderly persons with limited mobility, etc. 2. Accompany outdoor activities • Understand the elderly's conditions and needs from the senior/supervisor, and prepare related materials, according to the organization's guidelines and procedures for accompanying outdoor activities, such as: support belts, walking aids, etc.

Functional Area - Home and Community Care

	• Assist the elderly persons to check if they have brought all the necessary items
	• Check with the elderly about the content and details of their outdoor activities in order to determine the route and estimated time of travel
	• Utilize the appropriate knowledge and correct skills to accompany the elderly persons in their outdoor activities, attend to their needs and ensure their safety, according to the elderly's physical conditions, such as:
	   ○ Understanding of community facilities, use wheelchair accessible passages and facilities as much as possible
	   ○ Skills for using assistive devices and skills for assisting the elderly persons in using assistive devices
	   ○ Supporting skills
	   ○ Transfer and holding skills
	   ○ Skills for using wheelchairs, etc.
	• Ensure self-protection when providing services, to avoid strains or injures, according to the organization's relevant occupational safety and health guidelines, such as:
	   ○ Maintain the correct posture
	   ○ Use energy conserving techniques, etc.
	• While accompanying the elderly persons, actively talk to them, and do not leave the elderly persons unattended, in order to ensure that they are being attended to throughout the process
	• Immediately report to the senior/supervisor in the case of emergencies
	• Report the elderly's conditions to the senior/supervisor in a timely manner
	
	3. Exhibit professionalism
	
	• Comply with the organization's guidelines and procedures when working
	• Ensure that the elderly persons are properly attended to at all times, actively talk to them, and maintain communication
	• Clarify the elderly's purpose of going out and assist them in completing the activity

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to accompany the elderly persons in their outdoor activities according to their needs, and utilize the appropriate knowledge and correct skills to ensure their safety; and • Able to accompany the elderly persons in their outdoor activities and actively communicate with them during the process, in order to improve their social life and emotional state.
Remark	

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

Functional Area - Home and Community Care

Title	Arrange Transportation
Code	110865L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to arrange suitable transportation for the elderly persons, and safely transport them according to their activities, needs, the understanding of information on transport services in the community, as well as the organization's guidelines and procedures.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on transportation
	
	• Understand the organization's guidelines and procedures on transportation services
	• Understand all aspects of the situation of the elderly in order to arrange suitable transportation services, such as:
	    o Chronic disease
	    o Mobility
	    o Cognitive ability, etc.
	• Understand the types of legal transportation that provide services for the elderly persons, such as:
	    o Rehabus/Rehabus on-call service, etc.
	    o Accessible hire car service
	    o Wheelchair accessible taxi, such as: diamond cab, SynCab, etc.
	    o Non-emergency ambulance services
	    o Special vehicles arranged by the organization, etc.
	• Understand the organization's vehicles, the transportation vehicles that provide services for the elderly persons in the community, and related information, such as:
	    o Service target
	    o Service features
	    o Service area
	    o Special equipment
	    o Appointment notice
	    o Methods to apply
	    o Fees and payment methods, etc.
	
	2. Arrange transportation
	
	• Understand the elderly's physical condition and their needs for transportation services from the senior/supervisor, according to the organization's guidelines and procedures, such as:
	    o Use a wheelchair or other mobility aids
	    o Whether the elderly can be transferred from a wheelchair to a chair, their transfer ability, and the extent to which the staff can assist in the transfer, etc.
	    o Destination
	    o Escort needs, etc.
	• Arrange suitable transportation for the elderly to pick up and drop off the elderly, according to the understanding of the elderly's condition, such as:

Functional Area - Home and Community Care

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○ Wheelchair users and their escorts can be accompanied by accessible hire car services, diamond cab, etc.
○ Elderly persons who require to daily transportation may opt for the "fixed route" Rehabus service arrangements, etc.

Contact the person in charge or driver of the pick-up service to provide and obtain relevant information, such as:

○ Provide relevant staff with information about the elderly persons, the required assistance and the contact number of the unit
○ Pick up and drop off location
○ Return time, etc.

If there is an emergency during the pick-up and drop-off, such as: the elderly falls down; obtain the relevant information and immediately report to the senior/supervisor, etc.

3. Exhibit professionalism

Comply with the organization's guidelines and procedures when working
Ensure that the transportation services arranged are safe and legal

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to arrange legal transportation services for the elderly persons according to their activity abilities, and safely pick them up and drop them off.

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

Functional Area - Home and Community Care

Title	Accompany in Handling Bank Affairs
Code	110866L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to utilize relevant knowledge and skills to accompany the elderly persons in handling various banking affairs, according to the organization's procedures and guidelines and the elderly's needs on handling bank affairs, in order to protect the rights and interests of the elderly persons and staff.
Level	1
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on accompanying in handling bank affairs
	
	• Understand the organization's procedures and guidelines on accompanying in handling bank affairs
	• Understand the organization's occupational safety and health guidelines
	• Understand the purpose and precautions of accompanying in handling bank affairs, including:
	   ○ Ensure the elderly's safety and are attended during the process
	   ○ Provide assistance when needed
	   ○ Ensure that the rights and interests of the elderly and staff are protected
	• Understand the affairs that the elderly persons need to go to the bank for, what they need and preparations beforehand, and make appropriate arrangements, such as:
	   ○ Identification documents
	   ○ "Certificate for Picking Up or Setting Down of Passengers with Disabilities in Restricted Zones"
	   ○ Mobility aid/wheelchair
	   ○ Pocket medications
	   ○ Water and food
	   ○ Adequate money
	   ○ Related items, such as: bank books, signature seals, reading glasses, ATM cards, etc.
	• Understand all aspects of the elderly's conditions and the assistance they may need, such as:
	   ○ Conditions of their chronic disease
	   ○ Mobility
	   ○ Cognitive ability
	   ○ Mental status
	   ○ Medications, etc.
	• Understand the related service content, requires skills and precautions
	• Understand the transportation resources to help escort the elderly, such as:
	   ○ Rehabus/Rehabus on-call service, etc.
	   ○ Accessible hire car service
	   ○ Wheelchair accessible taxi, such as: diamond cab, SynCab, etc.
	   ○ Special vehicles arranged by the organization, etc.
	• Understand the safety and corresponding measures for the elderly with special needs when handling bank affairs, such as:
	   ○ Measures to prevent the elderly with dementia from getting lost

Specification of Competency Standards
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Functional Area - Home and Community Care

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    o   Take precautions against falls for the elderly persons with poor mobility
    o   Measures to handle the elderly with poor cognitive ability, etc.

2. Accompany in handling bank affairs

- Understand the elderly's conditions and needs, and prepare related materials according to the organization's procedures and guidelines, such as: support belts, mobility aids, etc.
- Arrange suitable transportation for the elderly in advance according to the location of the bank/ATM machine that the elderly needs to reach, as well as their physical condition
- Help the elderly inspect if they have brought all the necessary items to ensure that nothing is missing
- Ensure the rights and interests of the elderly and staff, the issues that must be attended to while accompanying the elderly persons in handling bank affairs, such as:
  - Determine whether the mental state of the elderly is stable, report the elderly's condition to the senior/supervisor to consult for their opinions regarding their suitability for handling bank affairs on the day, and reschedule as needed
  - If the elderly's cognitive ability is weaker or suffers from dementia, inform the senior/supervisor to arrange for family members/guardian to accompany the elderly before going through relevant procedures
  - If the transaction involves cash, such as withdrawals, deposits, etc., it must be arranged by the senior/supervisor, or seek a third party to witness the process, such as: the elderly's friend, bank staff, etc.
  - Avoid getting involved in any privacy dilemmas, such as: when the elderly's account password is being entered, turn around so the staff couldn't see the password, etc.
  - When handling the elderly's important personal belongings or valuables, remind them to store the items properly
- Utilize appropriate knowledge and the correct skills to provide escort services according to the elderly's physical conditions, in order to ensure their safety, such as:
  - Understanding of community facilities, utilize wheel-chair accessible passages and facilities as much as possible
  - Skills for using assistive devices and assisting the elderly in their use
  - Supporting skills
  - Transferring and lifting skills
  - Skills for using wheelchairs, etc.
- Protect yourself using different methods to avoid strains or injuries on duty, according to the organization's occupational safety and health guidelines, such as:
  - Maintain the correct posture
  - Use energy-saving methods, etc.
- Do not leave the elderly unattended during the entire process
- In case of emergencies, timely report the elderly's condition to the senior/supervisor

3. Exhibit professionalism

- Comply with the organization's procedures and guidelines on handling bank affairs, handle the elderly's bank affairs for them, and protect their privacy and safety during the process

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to accompany the elderly in handling bank affairs according to their needs, utilize appropriate knowledge and the correct skills in order to ensure their safety and rights.

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

Functional Area - Home and Community Care

Remark	

Specification of Competency Standards
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Functional Area - Home and Community Care

Title	Provide Household Cleaning Services
Code	110860L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to utilize relevant knowledge and skills to provide household cleaning services for the elderly persons according to the organization's guidelines and the elderly's needs for household cleaning.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on household cleaning services - Understand the organization's procedures and guidelines on household cleaning services - Understand the organization's guidelines on occupational safety and health - Understand the purpose of providing household cleaning services, such as: - Reduce the physical discomfort of the elderly persons due to housework - Reduce the chance of diseases caused by unhygienic home environments - Reduce the causes of disease deterioration, etc. - Understand the elderly's needs for home hygiene and cleaning - Understand the service content of household cleaning, such as: - Service quantity and frequency - Areas of cleaning, etc. - Understand the correct use of cleaning agents - Understand the knowledge and skills for household cleaning 2. Provide household cleaning services - Remind the elderly persons to properly store valuable personal belongings before the scheduled cleaning services - Observe the elderly's home hygiene, or clean in the designated area according to the prior agreement between the organization and the elderly - Prepare relevant cleaning tools and supplies, and wear personal hygiene products, according to the organization's guidelines on household cleaning services, such as: masks, gloves, etc. - Ensure self-protection to avoid strains or injuries when providing services, according to the organization's occupational safety and health guidelines, such as: - Maintain the correct posture - Protect joints - Avoid working with shoes off and maintain a three-point support to prevent falls - Use energy conserving techniques, etc. - Utilize the appropriate cleaning supplies and tools - Utilize the following guidelines, if more than one household area needs to be cleaned, such as: - First clean from the high, then to the low areas - First clean from then dry, then to the wet areas - First clean from the inner, then to the outer areas, etc. - Precautions for household cleaning, such as: - Do not mix different cleaning agents together

Functional Area - Home and Community Care

	o The more complex the composition of the detergent, the stronger the toxicity
	      o Be on alert for loose furniture or dangers in the home environment, etc.
	• After cleaning the house; make sure that the furniture, floors, etc., are kept dry and tidy, and tidy all cleaning supplies and tools to prevent the elderly persons from falling or tripping
	• Comply with the occupational safety and health guidelines during work, such as:
	      o When cleaning windows, do not open window grilles, etc.
	
	3. Exhibit professionalism
	
	• Comply with the organization's procedures and guidelines when providing services
	• Respect the elderly's' autonomy and clean their homes according to their needs
	• Ensure self-protection according to the occupational safety and health guidelines during household cleaning services

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide the elderly persons with household cleaning services according to their needs and the organization's procedures; and • Able to provide services according to the organization's occupational safety and health guidelines, and utilize the relevant knowledge and skills to ensure the safety of the staff and the elderly persons.
Remark	

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

Functional Area - Home and Community Care

Title	Assist in Handling the Elderly's Laundry Needs
Code	110861L2
Range	This Unit of Competency is applicable to frontline practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to arrange suitable laundry services for the elderly persons, according to the organization's procedures and guidelines, and the elderly's laundry needs, in order to assist the elderly persons in washing and returning their clothes.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on laundry service
	
	• Understand the organization's procedures and guidelines on assisting in handling the elderly's laundry needs
	• Understand the organization's occupational safety and health guidelines
	• Understand the laundry service needs of the elderly persons
	• Understand the community resources related to laundry services
	• Understand the methods to pay fees for the elderly persons
	• Understand the purpose of the fee collection form
	
	2. Assist in handling the elderly's laundry needs
	
	• Bring the elderly's clothes to the service unit for cleaning or send them to laundry services according to the organization's procedures and guidelines
	• Remind the elderly persons to inspect their clothes, such as:
	    o Check if accessories are left in the clothes
	    o Check if the clothes are damaged
	    o Check if the clothes need special treatment, such as: do not use hot water or dryer, etc.
	• Collect the clothes that the elderly persons need to wash
	• Bring the clothes to the service unit for laundering, and record the quantity, weight and price, in order to calculate the monthly laundry charge
	• The elderly persons will be charged for the laundry if sent to laundry services, invite them to sign relevant documents to prove the amount and purpose of the staff receiving the fees, pay the related laundry services, and retrieve the laundry on behalf of the elderly persons, return their clothes together with the receipt
	• When sending laundry and returning clothes, protect yourself using different methods to avoid strains or injuries, according to the organization's occupational safety and health guidelines, such as:
	    o Maintain the correct posture
	    o Protect the joints
	    o Use energy-saving methods, etc.
	• Assist the elderly persons in returning their clothes along with the receipt
	• Store laundry receipts to protect the rights and interests of the elderly persons and the organization
	
	3. Exhibit professionalism

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

Functional Area - Home and Community Care

	• Assist in arranging suitable laundry services according to the elderly's laundry needs • Comply with the organization's procedures and guidelines when providing services
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to arrange suitable laundry services according to the elderly's laundry needs, and assist them in washing their laundry and returning their clothes.
Remark	

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

Functional Area - Home and Community Care

Title	Assess the Safety of Home Environments
Code	110862L5
Range	This Unit of Competency is applicable to practitioners who provide clinical home safety assessments in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to perform appropriate assessments, record, analyze and suggest feasible improvement plans in different elderly living environments, and understand the resources that the community can provide to help improve the elderly's environmental safety.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on home environments • Understand the benefits of safe environments, such as: o Reduce the risk of falls o Improve resilience in emergencies o Avoid disabling accidents, etc. • Understand the common housing types in Hong Kong, such as: o Public rental housing o Tenant purchase o Subsidized sales of flats o Private houses o Transitional housing, etc. • Understand the items for environmental assessment, such as: o House size o Size of bedroom, bathroom, shower room, kitchen, living room, etc. o Type and size of furniture o Housing category: renting, self-owned or family property, etc. • Understand the relationship between the lives of the elderly persons and the environment, such as: o Joint movement o Daily routines, etc. • Understand the resources to improve home safety, such as: o Housing Department's improvement programme o The Housing Society's "Ageing-in-Place Scheme" Project o Building Maintenance Grant Scheme for Elderly Owners, etc. 2. Assess the safety of home environments • Assess the elderly's physical functions, living abilities and community participation abilities • Measure the size of different rooms in the elderly's home • Assess the elderly's abilities, limitations and risks for performing daily activities at home • Inspect the existing environmental safety equipment at home, such as: the conditions of safety handrails, ramps, etc. • Develop home safety assessment reports, and intervene in the improvement of home environment safety based on education, treatment, training, and appliances

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

Functional Area - Home and Community Care

	• Regularly communicate with the elderly persons, carers and the healthcare team to understand the living conditions and risks of the elderly persons at home, and whether the recommendations of the report can be effectively executed 3. Exhibit professionalism • Objectively and comprehensively assess the risks of the diversified living environments of different elderly's home environment • Develop relevant assessment reports, point out the dangers and perform precise intervention measures • Listen to and respect the opinions of the elderly persons and their carers, and suggest relevant improvements
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to conduct comprehensive and in-depth assessments, analyze the elderly's home dangers and risks, and develop appropriate recommendations on safety and required resources; and • Able to actively maintain communication with the elderly persons and their carers, and continue to improve the awareness on the safety of home environments.
Remark	

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

Functional Area - Home and Community Care

Title	Inspect Food Quality
Code	110858L3
Range	This Unit of Competency is applicable to practitioners who provide home support services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to provide quality meals to the elderly persons according to their quantities and dietary needs, and be able to inspect the food quality and identify areas of improvements, according to the organization's guidelines on catering services, as well as the knowledge on food safety and hygiene.
Level	3
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on food quality - Understand the organization's guidelines on catering services - Understand the elderly's basic dietary needs - Understand the meaning of food quality and its relationship with the elderly's diet, such as: - Food hygiene and safety - The nutritional value of food meets the physical needs of the elderly persons - The quantity of food meets the health needs of the elderly persons, etc. - Understand the methods of assessing food quality - Understand the laws related to food safety 2. Inspect food quality - Inspect the level of food hygiene and safety based on food hygiene and safety indicators, such as: - Food storage method and location - Safe temperature of food - Food cleaning and processing methods - Food freshness - How well the food is cooked - Deliciousness and presentation, etc. - According to the elderly's needs, inspect the suitability of the food, such as: - Food nutritional value: no MSG, processed ingredients, additives, etc. - Balanced diet: healthy eating pyramid for the elderly persons - Use cooking methods suitable for the elderly persons, such as: scorching, baking, boiling, steaming, etc. - Reduce fat, sodium and sugar intake - Appropriate taste - Select softer ingredients - Design menus to meet the health needs of individual elderly persons - Arrange meals suitable for the elderly persons according to their needs and health conditions, as well as the hygiene and safety standards, such as: - Each meal needs to include all kinds of food in the elderly's healthy eating pyramid and arrange meals according to the recommended portions of each kind of food - Provide diversified meals, and regularly update the available menus

Functional Area - Home and Community Care

	o Diabetics should avoid excessive intake of starch, consult a nutritionist and professional medical staff for inquiries regarding actual quantity, etc.
	• Regularly review relevant food hygiene and safety indicators using different methods, and perform corresponding improvements to ensure food quality, such as:
	    o Food tasting for staff, elderly persons and carers
	    o Direct inquiries from the elderly persons, etc.
	
	3. Exhibit professionalism
	
	• Ensure that the knowledge related to food hygiene and safety is regularly updated
	• Regularly review and improve the quality of the elderly's meals

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess the food quality according to food hygiene and safety indicators; and • Able to comply with the organization's guidelines on catering services, and amend the elderly's diet to meet their dietary needs, and provide them with quality meals.
Remark	

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

Functional Area - Home and Community Care

Title	Arrange Meal Deliveries
Code	110859L3
Range	This Unit of Competency is applicable to practitioners who provide home support services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to arrange for the relevant staff to deliver meals according to the organization's procedures and guidelines, the quantity of meal deliveries, and the staffing and manpower division of the service unit, in order to ensure that the deliveries can be accurately completed on time.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on meal deliveries - Understand the staffing arrangements of the service unit - Understand the scope of work and responsibilities of staff in different positions - Understand the staff allocation and work division required for arranging meal delivery - Understand the skills for arranging meal delivery routes - Understand the importance of division of labor and cooperation among staff at all levels - Understand the skills for dealing with emergencies 2. Arrange meal deliveries - Arrange the delivery routes according to the organization's procedures and guidelines, quantity of meal deliveries, and the information of the elderly's address - Collect relevant route information and discuss relevant arrangements with the driver, such as: - Parking arrangements, such as: parking location, free parking time limit, etc. - Instructions for entering the gate - Instructions for entering the estate, such as: presenting a staff card, etc. - Develop the quantity of deliveries and driving time for each delivery route according to the discussion results of the discussion - Arrange suitable manpower to attend to each delivery route according to the route arrangement, the quantity of meal deliveries, and the organization's staffing ratio - Before the daily meal deliveries, ensure to obtain the latest information about catering services through work briefings and checking the elderly's meal record book, such as: - Elderly's conditions, such as: omit one meal due to follow-up visits, one-week suspension of meals due to returning home, and the suspension of meal services for the elderly due to moving houses, etc. - Traffic conditions, such as: due to road maintenance or diversion works, the meal delivery route needs to be re-arranged, the need to divert delivery routes temporarily due to traffic accidents, etc. - Temporary staff leave: arrangement of substitutes or mobilization of manpower by other units to assist in work - In order to ensure that meals can be delivered to the elderly on time and accurately; it is necessary to hire staff replacements in relevant positions in advance, and understand the basic staffing arrangements and division manpower of other related services of the unit, so that manpower can be mobilized to handle the work when necessary

Functional Area - Home and Community Care

	• Under special circumstances, such as: typhoons and rainstorms, public holidays, etc., perform special manpower arrangements or help prepare temporary food to solve the elderly's dietary issues, according to the organization's guidelines 3. Exhibit professionalism • Comply with the organization's procedures and guidelines when working • Respect the responsibilities and abilities of staff in different positions, listen to their opinions in related aspects, and achieve effective division of manpower and cooperation • Possess abilities of coordination and resilience, in order to ensure the appropriate management of emergencies
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to arrange the staff responsible for meal deliveries according to the quantity of meal deliveries, and the staffing arrangements of the service unit; and • Able to respond to emergencies, coordinate the division of manpower, and ensure the accurate completion of meal deliveries on time.
Remark	

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

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	Performance Requirements
	1. Basic knowledge on cleanliness and environmental hygiene
	
	    Be able to
	• 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
	
	2. Perform daily cleaning under supervision
	
	    Be able to
	• Perform daily cleaning according to relevant guidelines of the institution, ensure environmental cleanliness and hygiene, including:
	    o Dust the place and clear garbage daily
	    o Ensure rubbish bin is clean and well maintained
	    o Handle special wastes properly (such as medical waste)
	    o Keep the floor, stairs and walls clean and dry at all times
	    o Clean ventilation system, ensure the unit provides sufficient fresh air
	    o Check the ventilation system and clean it regularly, including air conditioners, air pipes, air outlets and air filters
	    o Clean furniture and lighting fixtures regularly
	    o Wash and sterilize various types of clothing
	    o Keep the drains clear
	• Maintain personal hygiene, including:
	    o Wash hands correctly
	    o 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:
	    o Occupational Safety and Health Ordinance
	    o Food Safety Ordinance
	    o Proper storage, transport and processing, and expiration dates of raw and cooked food

Functional Area - Management

	o Wear mask and gloves when processing food
	   o Maintaining hygiene of equipment and tools
	 • Pay attention to cleanliness of daily environment, report to supervisor at once when there is serious hygienic problem
	
	3. Exhibit professionalism
	
	  Be able to
	 • Strictly follow the institution's guideline regarding cleaning and hygiene
	 • Understand the importance of environmental cleanliness and hygiene to elderlies

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Management

Title	Provide Comfortable Environments
Code	110831L1
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to organize the organization's environment and facilities, in order to provide comfortable environment, so that the elderly's personal safety and privacy are protected.
Level	1
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on comfortable environments • Understand the organization's procedures and guidelines on organizing the environment and facilities • Understand the related service user quality's standards and practice manual • Understand the definition of comfortable environments • Understand the conditions that provide comfortable environments, such as: 　o Possess private space, such as: using the toilet 　o Wheelchair accessible and safe environment 　o Cordial atmosphere 　o Unlimited activities 　o Respect and protect privacy, such as: meeting with caseworkers, etc. 　o Avoid violation, etc. • Understand the scope of the organization's responsibility, in order to provide comfortable environments, such as: 　o Lobby/hall 　o Corridor/passages 　o Toilet 　o Bedrooms, etc. 2. Provide comfortable environments • Organize the relevant environment and facilities, paying attention to comfort as well as the elderly's safety, according to the organization's procedures and guidelines, such as: 　o Perform daily cleaning, keep the place tidy and avoid slipper floors 　o Keep passages clear by removing obstacles, debris or wires, etc. 　o Place furniture in suitable locations to avoid obstructing daily activities 　o Environment layout should enable simple activities 　o Ensure air circulation and regularly clean the air-conditioning system 　o Moderate indoors temperature and humidity 　o Provide adequate lighting 　o Install handrails at appropriate locations and provide signs that are easily read with large fonts, for easy identification by the elderly persons 　o Provide wheelchair accessible areas for the elderly persons to park or place wheelchairs 　o Improve the environment, such as: plating green plants, and regularly taking care of them 　o Provide a safe place for the elderly persons to store their personal belongings (this item is applicable to Day Care Centres for the Elderly)

Functional Area - Management

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- o Provide suitable furniture and facilities, such as: high-backed chairs (this item is applicable to Day Care Centres for the Elderly)
- o Furniture and equipment must comply with statutory safety standards, etc.
- Create friendly and harmonious environment to increase the elderly's sense of security, such as:
  - o Maintain friendly attitudes
  - o Allow the elderly persons to use personal items under safe conditions
  - o Encourage the elderly persons to express their opinions and personal feelings
  - o Show concern for the elderly persons
  - o Provide quality service
  - o Respect and protect personal privacy
  - o Avoid all inappropriate behaviors, such as: violations, etc.
- Adjust the design of the environment, and utilize facilities to ensure that the organization provides a safe and comfortable environment for the elderly persons even under special circumstances, such as:
  - o During peak seasons of influenza or communicable diseases, undertake the corresponding preventive measures, such as:
    - Focus on improving hygiene and the cleaning frequencies
    - Provide personal protective equipment, and remind the correct use of them, such as: masks, disinfectants, etc.
    - Maintain appropriate social distancing, such as: adjust seats at the dining hall, etc.
  - o Undertake adequate protective measures during the renovation periods, such as:
    - Use barriers to block dust
    - Appropriately utilize rooms to block noise
    - Temporarily use other units to provide services, etc.
  - o Arrange the environment together with the elderly persons during festivals, in order to increase their sense of belonging to the center

3. Exhibit professionalism

- Able to empathize, understand the needs of the elderly persons, and design and create a safe and comfortable environment for them

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to organize the environment and facilities, according to the organization's procedures and guidelines, in order to create cordial and harmonious atmospheres, and provide comfortable environments for the elderly persons.

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Unit of Competency is applicable across different functional areas

Title	Execute the Occupational Safety and Health Guidelines
Code	110929L1
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to understand the organization's occupational safety and health guidelines, and strictly comply and execute the corresponding safety measures in their daily working environment, in order to prevent and reduce the risk of injury and protect the staff's safety and health.
Level	1
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on occupational safety and health work
	
	• Understand the organization's occupational safety and health guidelines, such as:
	   ○ Application scope, such as: offices, kitchens, field locations, etc.
	   ○ Correct use of electrical appliances and kitchen utensils
	   ○ Physical labor work
	   ○ First aid equipment
	   ○ Correct use of auxiliary tools, etc.
	• Understand the importance of executing occupational safety and health guidelines, such as:
	   ○ Provide staff with safe and healthy working environments
	   ○ Prevent and/or reduce the risk of injury on duty
	   ○ Reduce the impact on the staff and the organization's operations due to injuries on duty
	• Understand the relevant standards of regulatory agencies and basic knowledge on relevant laws and regulations on occupation safety and health, such as:
	   ○ "Service Quality Standards and Criteria"
	   ○ "Fire Services Ordinance"
	   ○ "Occupational Safety and Health Ordinance"
	   ○ "Occupational Safety and Health (Display Screen Equipment) Regulation"
	• Understand the methods to understand the occupational safety and health guidelines
	
	2. Execute the occupational safety and health guidelines
	
	• Understand the occupational safety and health guidelines through different methods, such as:
	   ○ Orientation
	   ○ Regular training/meetings
	   ○ Staff supervision
	   ○ Retreat activities
	   ○ Organization's documents, etc.
	• Comply with the organization's occupational safety and health guidelines and perform internal work of the unit, such as:
	   ○ Assess the risks of physical labor, and use the correct posture as required, use appropriate tools and seek help in order to perform related work
	   ○ Follow procedures to dispose of hazardous materials, such as: diluted bleach
	   ○ Correctly use electrical appliances and kitchen utensils
	   ○ Correctly use auxiliary aids

Unit of Competency is applicable across different functional areas

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o Conduct regular fire safety inspections to ensure that fire-fighting installations can operate effectively
o Follow the guidelines to participate in fire drills arranged by the organization and assist the elderly to evacuate
o Pay attention to personal hygiene to reduce the risk of spreading diseases

• Comply with the organization's occupational safety and health guidelines when performing field work, such as:

o Prevent heatstroke when working outdoors in hot weather, such as: maintain adequate hydration, sun protection measures, etc.
o Select safe routes for outdoor activities or work
o Bring sufficient first aid supplies when leading outdoor activities
o Comply with the road and safety regulations
o Before field work, write down the time and location on the staff notice board in the office

• Comply with the relevant occupational safety and health work guidelines, and execute safety measures during special circumstances, such as: tropical cyclone or rainstorm warning issued by the Observatory, renovation of the unit, facility maintenance, etc.

• Regularly pay attention to the organization's notices and updates on safety procedures and codes of practice

• Immediately report injuries on duty to the senior/supervisor, and fill in the injury on duty reports according to the guidelines for appropriate arrangement and follow-up purposes

• Review and report occupational safety and health problems to the senior/supervisor for follow-up purposes

3. Exhibit professionalism

• Understand the importance of occupational safety and health guidelines, and strictly comply with and execute them in the daily working environment
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<tr>
<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

• Able to understand and execute the organization's occupational safety and health guidelines to protect the staff's safety and health.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Execute the Prevention of Communicable Diseases Guidelines
Code	110930L1
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to understand the organization's prevention of communicable diseases guidelines, and strictly comply and execute the corresponding measures in their daily working environment, in order to prevent and reduce the spread of disease, provide a safe working environment and protect the safety and health of the staff and service users.
Level	1
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on prevention of communicable diseases
	
	• Understand the organization's prevention of communicable diseases guidelines, execution procedures and related standards, such as:
	    o Common communicable diseases in the elderly
	    o Transmission routes
	    o Routines for effective prevention of communicable diseases
	    o Personal hygiene
	    o Cleaning and disinfections methods
	    o Environmental hygiene, etc.
	• Understand the importance of executing prevention of communicable diseases guidelines, such as:
	    o Ensure the staff work in safe and hygienic environments
	    o Ensure that service users use the services in safe and hygienic environments
	    o Improve personal hygiene awareness, ensure the safety and health of staff and service users, etc.
	• Understand the methods to understand the prevention of communicable diseases guidelines
	
	2. Execute the prevention of communicable diseases guidelines
	
	• Understand the prevention of communicable diseases guidelines through different methods, such as:
	    o Orientation
	    o Regular training/meetings
	    o Staff supervision
	    o Retreat activities
	    o Organization's documents, etc.
	• Comply with the organization's prevention of communicable diseases guidelines and apply relevant preventive measures when performing the internal work of the unit, such as:
	    o Identify the elderly suffering from communicable diseases as early as possible, and immediately execute the corresponding isolation measures, cleaning and disinfection procedures to reduce the risk of the disease spreading
	    o Always maintain personal hygiene, such as: appropriate hand hygiene, use personal protective equipment when necessary, such as: masks, face shields, etc.

Unit of Competency is applicable across different functional areas

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- o Perform cleaning and disinfection procedures with diluted bleach according to the established schedule
- o Strengthen cleaning and disinfection procedures, maintain appropriate social distancing, and arrange vaccinations during peak seasons of communicable diseases, etc.
- Comply with the organization's prevention of communicable diseases guidelines and apply relevant preventive measures when performing field work, such as:
  - o Understand the elderly's conditions before home visits, and wear personal protective equipment when necessary
  - o Hands and related items must be appropriately disinfected before and after home or hospital visits
  - o Suspension of related field work may be necessary during peak seasons of communicable diseases, such as: home visits, hospital visits, etc.
- Comply with the prevention of communicable diseases guidelines, and execute the preventive measures during special circumstances, such as: peak seasons of influenza, etc.
- Regularly pay attention to the notices posted by the organization and relevant government departments to update the procedures and codes of practice on prevention of communicable diseases
- Immediately report the situation to the senior/supervisor, and assist in identifying the source and cause, and perform appropriate arrangements and follow-up according to the guidelines during suspected communicable disease outbreaks

3. Exhibit professionalism

- Understand the importance of prevention of communicable diseases guidelines, and strictly comply with and execute them in the daily working environment

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to understand and execute the organization's prevention of communicable diseases guidelines to protect the staff's safety and health.

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

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	Performance Requirements
	1. Understand the laws relevant to elderly care service industry and relevant guidelines of the institution
	
	 Be able to
	• Understand the background of institution
	• Understand the ordinances and regulations in Hong Kong relevant to elderly care service, such as:
	  o Service Quality Standards (SQSs) and Criteria
	  o Residential Care Homes (Elderly Persons) Ordinance
	  o Residential Care Homes (Elderly Persons) Regulation
	  o Code of Practice for Residential Care Homes (Elderly Persons)
	  o Employment Ordinance
	  o Mandatory Prevenient Fund Scheme Ordinance
	  o Personal Data (Privacy) Ordinance
	  o Disability Discrimination Ordinance
	  o Prevent and Control of Disease Ordinance
	  o Waste Disposal Ordinance
	  o Minimum Wage Ordinance
	  o Mental Health Ordinance
	  o Occupational Safety and Health Ordinance
	  o Prevention of Bribery Ordinance
	• Understand the guidelines laid down by the institution, such as:
	  o Guidelines on daily operation
	  o Code of practice for staff
	  o Procedures of handling complaints
	  o Guideline on environmental safety
	
	2. Comply with the relevant ordinances and guidelines
	
	 Be able to
	• Comply with the ordinances relevant to elderly care service and guidelines of institution when performing daily routine work
	
	3. Exhibit professionalism
	
	 Be able to
	• 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:

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

Unit of Competency is applicable across different functional areas

	• 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	

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

Unit of Competency is applicable across different functional areas

Title	Perform Handovers
Code	110931L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to report and communicate truthfully to relevant staff on the professional responsibility and accountability for the aspects of their work, according to the organization's related handover arrangements, in order to ensure smooth handover and daily operations of the organization.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on handovers - Understand the organization's handover arrangements, such as: - Handover time - Handover procedures - Handover staff, such as: supervisors, nurses, social workers, therapists, caregivers, drivers, clerks, etc. - Necessary materials, such as: handover logbook, related forms, equipment, etc. - Understand the purpose and importance of handovers, such as: - Interpret and obtain the latest information related to the elderly persons, such as: the progress of a case, etc. - Update the latest information related to the organization or unit - Simple communication in response to the reports and information obtained, etc. - Understand the elderly's condition and recent changes, such as: - Physical discomfort - Crises caused by changes in personal life, such as: poor relationship with their neighbors/other residents/relatives, conflicts or quarrels, etc. - Understand the skills of reporting 2. Perform handovers - Prepare the required information and materials for handovers - Notify the relevant staff to attend handovers, and arrange for the next responsible staff to take over the care for the elderly persons - Perform handovers according to the scheduled time - Report truthfully during handovers, paying attention to special incidents, such as: - Special circumstances of the elderly persons, such as: physical conditions of the elderly persons who have recently been discharged from the hospital, the need for care and treatment, the conditions and adaptation needs of new elderly persons, etc. - Emergencies, such as: falls, fights, etc. - Upcoming events, designated participants and event arrangements - Administrative reports, such as: work arrangements for new recruits, the organization's latest administrative guidelines and arrangements, forms related to the use of service, etc. - Events that affect the service operation, such as: power outage arrangements, electronic failures, etc. - Simple communication in response to the report contents

Unit of Competency is applicable across different functional areas

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- Record the time and content of the handovers in the handover logbook
- Staff not on duty during the handover must read the handover logbook as soon as possible, so that they don't miss important information and affect the quality of service
- Discuss and follow-up with relevant staff as needed, according to the handover content

3. Exhibit professionalism

- Clearly, concisely and briefly report the main points during handovers
- During handovers, clearly receive the main points of the reports from other staff, in order to display teamwork
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to report and communicate truthfully to relevant staff on the professional responsibility and accountability for the aspects of their work, the elderly's conditions, and the things they need to pay attention to, according to the organization's related handover arrangements, in order to ensure smooth handovers;
- Able to accurately and concisely record the key points of the handover in the handover logbook, so that the absent staff can read it; and
- Able to adequately follow-up according to the handover contents, in order to ensure the quality of the service.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on management of elderlies' personal data
	
	    Be able to
	• Understand different types of elderlies' personal data, such as:
	    o Identification proof
	    o Medical records
	    o Marriage status
	    o Family status
	    o Financial status
	    o Contact details of their families
	    o Drug records
	    o 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
	
	2. Manage personal data for elderlies
	
	    Be able to
	• 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
	    o Store medical records in a safe place, such as a locked cabinet
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to

Functional Area - Management

	• Strictly follow the procedures prescribed by the institution regarding elderlies' personal data management • Respect and protect the personal privacy of elderlies
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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.

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

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	Performance Requirements
	1. Relevant knowledge on handling staff information and records
	
	    Be able to
	• Understand different information covered in staff records, such as:
	    o Personal data
	    o Employment contract
	    o Proof of professional qualifications and academic qualifications
	    o Training records
	    o Health report, record of sick leaves, and other medical compensation records
	    o Documents related to disciplinary procedures
	    o Assessment report on work performance
	• Understand the laws relevant to handling and storing of staff records
	    o Employment Ordinance
	    o Mandatory Provident Fund Schemes Ordinance
	    o Inland Revenue Ordinance
	    o 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
	
	2. Handle staff information and records
	
	    Be able to
	• Properly handle (including storing and destroying) current and former staff records based on relevant laws and procedures prescribed by the institution, such as:
	    o Personal data
	    o Employment contract
	    o Payroll record
	    o Monthly payment advice
	    o Employment records
	    o Salary paid by cash
	    o Staff subsidy
	    o MPF contributions from employer and employees
	• Ensure the information are handled according to the Personal Data (Privacy) Ordinance, such as
	    o Principle of information protection
	    o Proper use, distribution and transfer of information
	    o Security and deletion of information
	    o Declaration of collection of personal information

Functional Area - Management

	3. Exhibit professionalism Be able to • Strictly comply with the code of practice regarding human resource management as stipulated by the Personal Data (Privacy) Ordinance
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	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.

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

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	Performance Requirements
	1. Relevant knowledge on environmental safety
	
	    Be able to
	• Understand guidelines on environmental safety of the institution and take relevant measures or procedures, such as:
	    o Keep elderlies' activity areas, office, kitchen and common areas clean and hygienic
	    o procedures to use and maintain fire safety equipment
	    o Deployment of staff work and arrangement for elderlies activity in times of typhoon or rain
	    o Occupational health measures
	    o Infection control procedures
	    o Regulatory procedures for drugs
	    o procedures for handling and storing dangerous goods
	    o Check first aid equipment
	    o Guidelines on outdoor work and activities
	    o Methods to handle accidents, injuries, or emergencies
	• Understand relevant laws and standards set by regulatory bodies, including
	    o Service Quality Standards (SQSs) and Criteria
	    o Fire Services Ordinance
	    o Protocols of traffic and work under various typhoon and rainstorm warning signals
	    o Infection control guidelines
	    o Occupational Safety and Health Ordinance
	
	2. Implement guidelines on environmental guidelines (service unit)
	
	    Be able to
	• Take measures or perform procedures on environmental safety according to guidelines of the institution regarding environmental safety and relevant scope of application, such as:
	    o Measures for preventing infection, such as washing hand before touching the elderlies, and proper use of personal protective equipment
	    o Handle wastes and medical contaminants properly
	    o Perform procedures of dispensing medication properly
	    o Handle dangerous goods properly
	    o Maintain good ventilation in the environment
	    o Perform regular cleaning or disinfecting procedures
	    o Use medical devices, electronic appliances and other facilities properly for elderlies' activities

Functional Area - Management

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Conduct regular check-ups to prevent accidents or serious incidences, such as:

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

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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<td>Remark</td>
<td>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).</td>
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Management

Title	Manage the Elderly's Medical Records
Code	110832L3
Range	This Unit of Competency is applicable to practitioners who provide nursing, rehabilitation and administrative services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to collect and organize the elderly's medical records, according to the organization's procedures, in order to ensure that all records are complete, helpful for assessing their service needs, as well as appropriately store their medical records and respect their personal privacy.
Level	3
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the elderly's medical records and data management - Understand the scope of the elderly's medical records, such as: - Medication records - Nursing records - Discharge records - Medical history - Referral letter - Follow-up consultation slip - Health assessments, such as: the elderly's health and home care assessment forms, health checklists, etc. - Understand the organization's guidelines and procedures on information management - Understand the "Personal Data (Privacy) Ordinance" - Understand the relevant service quality standards of regulatory agencies - Understand the templates of the elderly's personal health and medical record issued by the Department of Health - Understand the basic knowledge and processing procedures on data collection, storage, access and disposal, etc. 2. Manage the elderly's medical records - Collect the elderly's medical records, according to the organization's procedures, verify their personal information - Sort and organize the medical records that have been verified - Store medical records in safe places, such as: a locked locker, to ensure that only those who need to know can access it - Register the storage of the elderly's medical records on the established form, such as: the quantity of records collected, verification procedures, date of storage, etc. - Clearly explain the importance of confidentiality to the staff - Supervise the staff's execution and management of the elderly's medical records - Explain the confidentiality requirements, mechanisms and rights to the elderly persons and their family members - Obtained informed consent from the elderly persons or their family members when requesting for their medical records - During emergencies, the elderly's medical records can be directly delivered to the relevant medical organization, and register the transfer records on the relevant form - Comply with the "Personal Data (Privacy) Ordinance" when processing personal data

Functional Area - Management

	3. Exhibit professionalism • Strictly comply with the organization's procedures for the management of medical records • Respect and protect the elderly's privacy
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to appropriately collect, verify and manage the elderly's medical records, according to the organization's procedures and relevant laws; and • Able to ensure the confidentiality of the elderly's medical records, in order to protect their privacy.
Remark	

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

Functional Area - Management

Title	Assist in Dealing with the Elderly's Interpersonal Issues
Code	110833L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to understand the elderly's current interpersonal issues, assess and identify the core and cause of their problems, utilize good communication skills and appropriate methods to assist in dealing with their interpersonal problems, according to the organization's guidelines and procedures, in order to ease their troubles.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's interpersonal relationships
	
	• Understand the importance of good interpersonal relationships for the elderly persons, such as:
	    o Reduce mental stress
	    o Stabilize mood
	    o Increase satisfaction of life
	    o Create positive self-image
	    o Improve independence
	    o Improve adaptability, etc.
	• Understand the methods to deal with conflicts
	• Understand the methods and skills of establishing good communication
	• Understand the methods and techniques of solving interpersonal issues
	• Understand the elderly's common interpersonal issues when using services, such as:
	    o Different living habits
	    o Different opinions or tension arising from the use of the center's facilities
	    o Cultural difference
	    o Behavioral problems caused by mental disorders and dementia
	    o Different opinions on the techniques of different staff, etc.
	• Understand the organization's guidelines and procedures on dealing with interpersonal issues
	• Understand the common behavioral problems and treatment methods for elderly persons with mental disorders, dementia and depression
	• Understand the elderly's personality and interpersonal interactions
	
	2. Assist in dealing with the elderly's interpersonal issues
	
	• Execute actions and measures to prevent conflicts among the elderly persons, such as:
	    o Provide clear guidelines for the use of the center's facilities
	    o Educate the elderly persons to get along with each other positively
	    o Educate the elderly persons on the methods to get along with others with different needs, etc.
	• Utilize different methods to learn about the elderly's interpersonal relationships, such as:
	    o Observe the elderly's condition during service usage or activity participation
	    o Talk with the elderly persons
	    o Check with other staff, etc.
	• If you learn about negative relationships between the elderly persons; reconcile/negotiate with the consent of the relevant elderly persons; if they are unwilling

Functional Area - Management

	to deal with the situation, the staff must monitor to the situation, such as: try to avoid arranging them in neighboring seats, and seek for staff assistance as needed, in order to reduce the chance of outbursts
	• When conflicts arise among elderly persons; identify the core and causes of the problem, and seek appropriate solutions, such as:
	    ○ When disagreements on the use of the center's facilities arise; include the use of the relevant facilities in the service user representative meeting for the rational discussion between the representatives and staff, in order to reach a consensus
	    ○ Try to solve interpersonal problems caused by cultural differences or different living habits; establish communication and tolerance, and at the same time, incorporate appropriate rewards to positively reinforce ideal behaviors and penalize undesirable behaviors, in order to gradually improve their good behaviors
	    ○ When the elderly persons with mental disorder or dementia bothers other people; refer to a doctor for medication amendment or medical professional for non-pharmaceutical therapy, in order to reduce behavioral problems
	    ○ If the elderly persons have opinions on the staff's techniques or handling methods; follow-up the situation by inspecting the situation with the relevant staff at a later time, and respond to the elderly's opinions as needed, etc.
	• If the elderly's interpersonal issue is still unresolved or difficulties are met when trying to solve them; refer these issues to social workers to provide them with counselling services
	• Document the process of dealing with the elderly's interpersonal problems, and review the effectiveness for future follow-up and reference purposes
	
	3. Exhibit professionalism
	
	• Assist in the elderly's interpersonal issues fairly and impartially
	• Maintain respectful and considerate attitudes when handling with issues

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to identify and analyze the core and causes of the elderly's interpersonal issues, utilize good communication skills and appropriate methods to help deal with them, in order to ease their troubles.
Remark	

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

Functional Area - Management

Title	Communicate with Service Users of Ethnic Minorities or Cultural Differences
Code	110834L3
Range	This Unit of Competency is applicable to practitioners who provide psychosocial and spiritual care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to communicate with service users of ethnic minorities or cultural differences so that they can receive equal treatment.
Level	3
Credit	4 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on service users of ethnic minorities or cultural differences
	
	• Understand the skills and principles of good communication
	• Understand the service users of ethnic minorities or cultural differences in Hong Kong, such as:
	   o Ethnic minorities, such as: South Asian ethnicity
	   o Cultural differences, such as: religion, language ability, political stance, social class, gender, age, health and sexual orientation, etc.
	• Understand the factors that affect effective communication with service users of ethnic minorities or cultural differences, such as:
	   o Social and cultural differences, such as:
	      ▪ Ethnic minorities are more sensitive to get along or approach the other sex, so it is more appropriate to use staff and volunteers of the same sex as the participants to lead activities
	      ▪ It is inappropriate to touch the heads of Indian and Thai children since it is a disrespectful expression in their culture
	      ▪ Men holding hands is an expression of good friendship in the Indian culture
	   o Religious and cultural differences in food, such as:
	      ▪ Food and religious taboos of ethnic minorities
	      ▪ Ethnic minorities do not draw pictures of religious icons; avoid asking children to draw portraits of people when leading activities
	      ▪ Avoid inviting Islamic participants during their fasting months
	• Understand the needs to respect the thoughts and behaviors of people of other cultural backgrounds, which is also the basis for effective communication, such as:
	   o Refraining from calling ethnic names or labelling to homosexuals as "gay people", etc.
	
	2. Communicate with service users of ethnic minorities or cultural differences
	
	• Appropriately use effective communication skills and maintain good principles and attitudes when interacting with service users of ethnic minorities or cultural differences, such as:
	   o Eye contact
	   o Voice and volume
	   o Listen attentively, avoid urging the elderly persons to finish their sentences, etc.
	• Avoid using offensive methods of communication, such as:
	   o Imperative
	   o Preaching
	   o Ridicule, etc.

Functional Area - Management

	• Talk about their concerns and respect their thoughts and opinions • Pay attention to the responses of service users of ethnic minorities or cultural differences, and invite volunteers of the same ethnicity or culture to assist in body language or when necessary • Understand and accept the various differences among the service users of ethnic minorities or cultural differences 3. Exhibit professionalism • Understand the differences among the service users of ethnic minorities or cultural differences, and communicate effectively
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to effectively communicate with service used according to the principles and skills of communication with service users of ethnic minorities or cultural differences.
Remark	

Functional Area - Management

Title	Lead New Recruits
Code	110835L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to lead new recruits to understand the organization and working environment, in order to speed up the adaptation to their work.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on leading new recruits
	
	• Understand the organization's work-orientated guidelines for new recruits
	• Understand the team, position and job responsibilities of the new recruit
	• Understand that new recruits need to understand their scope of work as soon as possible, such as:
	   o Know the clients
	   o Communication skills with clients with special needs
	   o Service operation style
	   o Coordination of team services and organization's resources/operations
	   o Methods of use of the organization's equipment, such as: computers, fitness equipment, etc.
	• Understand the preparatory work to help new recruits understand their scope of work
	
	2. Lead new recruits
	
	• Develop orientation schedules for new recruits, in order to prepare for the leading work and scheduled items in advance, such as:
	   o Orientation date and time
	   o Work items and content
	   o Responsible staff, etc.
	• According to the orientation schedules, introduce new recruits to the tasks they will be responsible for, and arrange for the responsible staff to lead them in performing their work, such as:
	   o Get to know the service users, such as: assisting members in regular meetings, handling procedures of new member enrollments, etc.
	   o Service operation style, such as: assisting in elderly canteen services, execution of activities, handling unit opening and closing, etc.
	   o Methods of use of the organization's facilities and equipment, such as: assisting in using computers to enter event plans and participant lists, etc.
	   o Get to know other staff and related duties, such as: participating in staff meetings, etc.
	   o Understand the documents and records related to staff work
	   o Understand the organization's financial and administrative procedures, etc.
	• During orientation, arrange for new recruits to handle their job responsibilities independently, in order to assess their familiarity with the work
	• Provide explanations and descriptions for any questions and inquiries by new recruits
	• Report to the senior/supervisor and immediately seek advice if difficulties are encountered during the learning process of new recruits

Functional Area - Management

	3. Exhibit professionalism • Lead the orientation for new recruits, so that they familiarize with the organization's operations, and arrange work for them • Actively attend to the needs of new recruits and assist them in adapting to the working environment as soon as possible
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the positions and duties of new recruits, and assist them in understanding the organization's operations, and familiarize with the working environment; and • Able to understand the needs of new recruits and provide assistance to speed up the adaptation to their work.
Remark	

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

Functional Area - Management

Title	Arrange Handovers
Code	110836L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to arrange handovers, according to the organization's guidelines, understanding of the unit's operations, and staff responsibilities, in order to maintain smooth service operations of the organization.
Level	3
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on arranging handovers - Understand the organization's guidelines on handovers - Understand the importance of handovers on the service operations, such as: - Provide staff with communication platforms during daily work - Improve the staff's understanding on the services provided to the elderly persons by staff of various positions - Improve the staff's understanding on the organization's operations and service operations, improve service quality, etc. - Understand the knowledge and precautions for arranging handovers - Understand the unit's operation and the arrangement of the staff's duty rosters - Understand the job positions and responsibilities of different staff - Understand the handover process 2. Arrange handovers - Arrange handover meetings at different times, according to the unit's service operations and related arrangements, as well as the staff's work schedule, such as: dive staff into two shifts for handovers so that the two shifts can attend to the elderly persons separately and avoids service interruption due to handovers - Select suitable places in the unit for handovers, conditions such as: - Able to protect the privacy of service users - Able to accommodate the number of staff attending handovers - The location is close to the facilities related to the content of the handover, such as: application of orientation board, the staff's use of card-punching machines for getting on and off duty, introduction to the anti-wandering alarm, etc. - Arrange the relevant staff to attend and participate in handovers, according to the needs of reports and what the staff need to know - According to the established schedule, summon the first and second shift staff to attend handovers - Arrange for the staff records to be updated in the handover logbook, such as: - If the content of the handover is mundane and routine information; the responsible staff can document the relevant content before handovers - If the content of the handover is remarkable and spontaneous; the related information should be documented onto the handover logbook by the staff who made the report or the pre-arranged staff, such as: the clerk, etc. - Arrange for the relevant staff to follow-up the situation according to the handover contents

Functional Area - Management

	• Remind the staff during regular meetings and daily operations, including those who are absent during handovers, to read the handover logbook before providing services, in order to understand the daily special events and the latest information
	• Arrange a suitable location to place the handover logbook, such as:
	    ○ Convenient for staff to access at any time
	    ○ Avoid contact with the elderly persons, visitors or other unauthorized persons, etc.
	
	3. Exhibit professionalism
	
	• Possess good understanding on the organization's environment, service operations and staff's responsibilities, in order to appropriately arrange handovers
	• Able to read the handover logbook at appropriate times to ensure smooth work progress

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to arrange handovers to facilitate transfer of responsibilities, according to the organization's guidelines and the understanding on all aspects of the organization.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Help the Elderly Persons Collect, View and Monitor Electronic Health Records
Code	110932L3
Range	This Unit of Competency is applicable to practitioners who provide electronic health records in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to help the elderly persons collect, view and monitor electronic health records, according to relevant guidelines and procedures, in order to improve their health management abilities.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on helping the elderly persons collect, view and monitor electronic health records
	
	• Understand and identify the elderly persons that require help with collecting, viewing and monitoring electronic health records
	• Understand the procedures for collecting, viewing and monitoring electronic health records
	• Understand the different situations when help is required for collecting, viewing and monitoring electronic health records, such as:
	  o Immediately view the results after measurements by various medical equipment
	  o Visiting the center to view when necessary
	  o During the regular meetings with medical staff, etc.
	• Understand the procedures to help in collecting, viewing and monitoring electronic health records
	• Understand the items and equipment that collect electronic health records, such as:
	  o Computers connected to health measurement equipment, such as:
	    ▪ Sphygmomanometer
	    ▪ BMI measurement equipment to measure the average health value of height and weight
	    ▪ Clinical thermometer, etc.
	  o Health smart card
	  o Health record book
	  o Questionnaires on the elderly's quality of health
	  o Personal privacy data transfer form, etc.
	• Understand how the health is displayed in the electronic health records
	• Understand whether the electronic health record has reached normal levels, such as:
	  o Blood pressure levels and whether to regularly take blood pressure medications
	  o The weight in pounds, and compare their weight over a time period to identify sharp increase or decrease
	  o Body temperature
	  o Glycemic index, etc.
	• Understand the communication methods and appropriate attitudes when assessing with the carers, such as:
	  o Observe carefully
	  o Listen patiently
	  o Earnest attitudes
	  o Explain clearly, etc.
	• Understand the "Personal Data (Privacy) Ordinance"

Unit of Competency is applicable across different functional areas

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2. Help the elderly persons collect, view and monitor electronic health records

- Help the elderly persons view and monitor electronic health records, according to the organization's plans, such as:
  - Identify qualified personnel eligible to view the records based on the elderly center's staff card
  - Guide the elderly persons to the e-health stations to undertake e-health measurements
  - Help the elderly persons view their health records
  - Monitor electronic health records and identify abnormalities, etc.
  - Help the elderly persons with special needs view their electronic health records, such as: the elderly persons must verify their identity with the health records at the center before entering the hospital or meeting the doctor, help them access the records and print out a copy
- Regularly arrange medical groups to meet with the elderly persons to view electronic health records, such as:
  - Medical staff who distribute health record reports
  - Assist medical organizations to check and monitor for abnormalities in the elderly's health records, etc.
- Comply with the "Personal Data (Privacy) Ordinance" when processing personal data

3. Exhibit professionalism

- Carefully monitor the elderly's electronic health records, and help them understand their health conditions while helping them collect, view and monitor electronic health records
- Protect and respect the elderly's privacy regarding their electronic health records and physical conditions
- Attend to the elderly's physical condition and provide encouragement and support

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The integrated outcome requirements of this Unit of Competency are:

- Able to comply with the organization's guidelines on helping the elderly persons collect and view electronic health records; and
- Able to correctly identify the normal levels of various health records, help the elderly persons monitor their electronic health records, and improve their health management abilities.

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

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	Performance Requirements
	1. Relevant knowledge on managing an institution
	
	Be able to
	• 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
	
	2. Manage daily operations
	
	Be able to
	• Perform daily management tasks according to the daily operation guidelines stipulated by the institution
	• Clearly explain the guidelines to staff by means of:
	    o Regular staff training
	    o Duty description
	    o Notice board
	    o Regular staff meeting
	• Monitor the implementation of guidelines by staff
	• Adjust the service workflow and manage urgent cases under special circumstances, for example,
	    o Staff absence from work
	    o Handle complaints
	    o 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:
	    o Opinion forms
	    o Feedback collection box
	    o E-mail
	    o Meeting with staff and service users
	• Review the operation regularly and report to supervisor

Functional Area - Management

	o Monitor daily operation o Randomly check staff's performance 3. Exhibit professionalism Be able to • Manage the daily operations of the institution professionally, and follow the relevant legal requirements
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Refer to code of practice for residential care homes for the elderly by the Social Welfare Department.

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

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	Performance Requirements 1. Relevant knowledge on human resources 　Be able to • Understand the policies, procedures and mechanisms of human resource management of the institution, including 　o Recruitment and selection of staff 　o Promotion, deployment and attendance 　o Training and development 　o Discipline and rules 　o Complaint channels and retaining staff 　o Orientation for new colleagues • Understand workflow of human resource management and operational characteristics in elderly care service industry, including 　o Deployment of manpower in different departments 　o Required abilities for different posts 　o working in shifts 　o Overtime work 　o Working on holidays 2. Manage Human resources 　Be able to • Implement relevant procedures and guidelines according to human resource policies, such as 　o Organize orientation and prepare handbook for new colleagues 　o Arrange training for staff 　o Prepare code of practice for staff 　o Implement disciplinary procedures 　o Handle staff complaints 　o Set recruitment criteria and outline their job duties 　o Staff performance assessment 　o Staff deployment • Convey human resource messages through effective channels, such as 　o training or bridging courses 　o Presentations 　o Individual interviews 　o Notice board 　o Intranet messages • Establish appropriate channels to receive comments from staff to understand their views and responses towards institute's policies, such as

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

Functional Area - Management

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○ 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

3. Exhibit professionalism

Be able to
- Implement human resource policies and procedures in a fair and objective manner
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

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

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	Performance Requirements
	1. Relevant knowledge on staff deployment
	
	    Be able to
	• 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:
	    o Promotion
	    o Secondment
	    o Job transfer
	• Understand how staff deployment impacts the institution, such as:
	    o Operational costs
	    o Change of organization
	
	2. Staff deployment
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• Ensure staff deployment is a fair procedure

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Ability to select and deploy suitable staff members according to the services and development of the institution; and

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

Functional Area - Management

	• 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	

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	Performance Requirements
	1. Relevant knowledge on assessing staff performance
	
	    be able to
	• 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:
	• Understand grading standards and their definitions
	    o Mode, methods and procedures of assessment
	    o Qualifications of assessors
	    o When assessment is performed
	    o Appeal mechanism for staff being assessed
	    o Rules on composing assessment reports
	• Understand purpose and importance of performance assessment, including:
	    o Identify room for improvement in staff performance
	    o Provide continuous monitoring and supervision
	    o Establish staff training and development needs
	    o Influences on efficiency of the institution / department
	• Understand items to cover in performance assessment and their standards, including:
	    o knowledge, professional capabilities
	    o Efficiency of work
	    o work outcomes
	    o Diligence
	    o work attitude, e.g. being proactive or passive
	    o Communication skills
	    o Team / cooperative relationship
	    o Personal conduct.
	• Understand relevant laws and restrictions on handling staff assessment as stipulated by government and regulatory authorities
	
	2. Assess staff performance
	
	    Be able to
	• 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:
	    o Superiors, supervisors, fellow workers and subordinates
	    o Opinions from service users
	    o Self-evaluation.

Functional Area - Management

	• 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
	    o Suggest room for improvement
	    o Reward / punishment and amount of salary raise
	    o Promotion and training
	    o Development needs.
	• Write the assessment report and document properly according to prescribed procedures
	
	3. Exhibit professionalism
	
	    Be able to
	• Ensure staff assessment and appraisal reports are done in an objective, fair and impartial manner

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements 1. Relevant knowledge on handling staff complaints 　　Be able to • 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 　　○ 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, 　　○ 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, 　　○ 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 　　○ Respect and protect the rights of staff 　　○ Evaluate the service and improve management quality 2. Handle staff complaints 　　Be able to • 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

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

Functional Area - Management

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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	Performance Requirements
	1. Relevant knowledge on staff accidents or incidents
	
	    Be able to
	• Understand the guidelines of the institution regarding staff accidents and injuries
	• Understand categories and causes of common staff accidents or injuries, such as:
	    o Falls, compression injuries, electric shock, fire, burns, cuts
	    o Injuries caused by operation of machines
	    o Traffic accidents
	    o 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
	    o First aid procedures
	    o Safety management system
	    o Reporting mechanism for occupational injuries
	    o Occupational health and safety plan
	    o Personal protection equipment
	• Understand emergency measures when handling accidents within the institution, such as
	    o Fire service facilities and locations of first aid kits
	    o Emergency escape route
	    o Guidelines on handling workplace violence
	
	2. Handle staff accidents or injuries
	
	    Be able to
	• 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
	    o Provide first aid care
	    o Prompt internal management, such as report to supervisor-in-charge
	    o Send the injured to hospital
	    o Report to police
	    o Notify relevant government departments
	    o 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

Functional Area - Management

	• Document records of accidents or occupational injuries and store them securely • Review the process of handling staff accidents or injuries; make proper suggestions 3. Exhibit professionalism Be able to • Always put personal safety in the first place when handling staff accidents or injuries
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on staff accidents
	
	    Be able to
	• Understand different categories of general staff accidents or injuries, including
	    o Falls, compression injuries, electric shock, fire, burn, cuts
	    o Injuries caused by operation of machines
	    o 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
	    o Human errors
	    o Lack of assistive tools and assistance
	    o Problems with the environment, such as passages too narrow, spaces blocked by clutter, poor and inadequate lighting
	    o Slippery floor
	    o Lack of sufficient training
	• Understand accidents common in workflow of the elderly care service industry and their causes
	
	2. Take measures to prevent general staff accidents
	
	    Be able to
	• Analyse the categories of general staff accidents or injuries and their causes, so that corresponding preventive measures can be taken, such as
	    o Implementation of "5S" practice
	    o Provide appropriate assistive tools, such as lifting belts, lifting machines, anti-slip shoes, personal protective equipment
	    o Arrange sufficient manpower to handle transferring and heavy manual work
	    o Keep floor dry at all times.
	• Arrange relevant work training for staff to reinforce their knowledge and learn new skills such as
	    o Manual work
	    o Infection prevention
	    o 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

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

Functional Area - Management

	• 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 　○ 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 3. Exhibit professionalism 　Be able to • Promote/enhance staff's awareness on preventing accidents or injuries during work
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	

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

Functional Area - Management

Title	Establish Duty Rosters
Code	110837L4
Range	This Unit of Competency is applicable to practitioners who provide human resources and management work in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to allocate the staff's working hours and shifts, deploy manpower in response to the service needs, according to the organization's service operations and human resources, in order to facilitate the normal operation of services.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on duty rosters
	
	• Understand the organization's guidelines on human resources and management
	• Understand the purpose of establishing duty rosters for staff, such as:
	   o Maintain the normal and smooth operation of services
	   o Ensure enough manpower to complete workload and deal with emergencies
	   o Allocate adequate work and rest time for the staff
	   o Comply with all aspects of supervision and requirements, such as: the organization, Social Welfare Department, service quality standards and legal requirements, etc.
	• Understand the organization's operation and service content, and its impact on duty rosters, such as:
	   o Unit/center's opening or closing time
	   o Various team services and service processes
	   o Quantity of service usage
	   o Staff workload
	   o Unit/center's structure
	   o Available resources
	   o Special service/event requirements, etc.
	• Understand the scope of work of staff in different positions, such as:
	   o Responsibilities and required skills
	   o Meal times
	   o Other restrictions, such as: work arrangements specified in their contracts, etc.
	• Understand the labor laws and information related to manpower requirements and staff working hours, such as:
	   o "Employment Ordinance"
	   o "Minimum Wage Ordinance", etc.
	• Understand the work processes and precautions of editing and creating duty rosters
	
	2. Establish duty rosters
	
	• Establish the workhours for each shift according to the workflow of duty rosters, such as:
	   o Establish the duty roster according to the organization's established number of working days
	   o The staff's working and resting time should be allocated, according to the organization's service conditions and the staff's scope of work, in order to ensure they meet the service needs

Functional Area - Management

	- o After preparing the duty rosters; circulate it in the unit/center for relevant staff to make amendments in response to the service needs - o After the team leader has checked the duty roster; submit it to the staff responsible for editing, and identify the areas that needs to be corrected, such as: inappropriate working hours, shortage of manpower for a certain job, etc. - o After re-coordinating the duty roster with the team leader, and confirming that it is correct; hand it over to the unit leader to sign, print and post in a prominent location in the office for reference purposes - o Ensure that the duty roster clearly lists all every staff's working hours, commuting hours, shifts, vacations and other related deployment arrangements, etc. - Handle special circumstances flexibly, and adjust the duty roster accordingly - According to the service needs, make the corresponding duty roster duty deployments, and coordinate with the relevant staff in advance to obtain their consent, such as: - o The service user's special and reasonable requirements, such as: the elderly's family members need to go to work, unable to accept home visits during the staff's duty, requesting another appointment - o The organization's special activities should be allocated on non-working days, such as: department's retreat activities, organization's staff training, etc. - o Assist medical organizations to check and monitor for abnormalities in the elderly's health records, etc. - Make appropriate duty deployments according to the special needs of individual staff, such as: - o Foresee various short and long holiday applications - o Sudden sick leave and personal leave - o Staff summoned to be a jury - o Short-term staff training, etc. - If special circumstances occur; appropriately handle them to avoid affecting the services, such as: shortage of manpower 3. Exhibit professionalism - Understand the unit/center's services and operations, appropriately deploy manpower, and avoid omissions while establishing duty rosters
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to allocate the staff's working hours and establish an accurate duty roster for the staff to refer to, according to the organization's operation and established work arrangements, in order to ensure sufficient manpower to provide services; and - Able to handle special circumstances flexibly, and amend the duty rosters accordingly, in order to increase the staff's work efficiency and sense of belonging to the organization.
Remark	

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

Functional Area - Management

Title	Recruit and Select Staff
Code	110838L4
Range	This Unit of Competency is applicable to practitioners who provide human resources and management work in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to help discover the most suitable staff to serve in the organization, according to the organization's procedures on staff recruitment.
Level	4
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on recruiting and selecting staff
	
	• Understand the organization's current and future staff needs
	• Understand the responsibilities and scope of work of staff in different positions in the organization
	• Understand the organization's procedures on staff recruitment and selection criteria
	• Understand the government laws and regulations related to staff recruitment, such as:
	   o The major labor laws in Hong Kong, such as:
	     ▪ "Employment Ordinance"
	     ▪ "Minimum Wage Ordinance", etc.
	   o Hong Kong's laws against discrimination, such as:
	     ▪ "Race Discrimination Ordinance"
	     ▪ "Sex Discrimination Ordinance"
	     ▪ "Family Status Discrimination Ordinance"
	     ▪ "Disability Discrimination Ordinance"
	   o Regulations related to professional qualifications and registrations, such as:
	     ▪ "Social Workers Registration Ordinance"
	     ▪ "Supplementary Medical Professions Ordinance"
	     ▪ "Physiotherapists (Registration and Disciplinary Procedure) Regulation"
	     ▪ "Nurses Registration Ordinance", etc.
	   o "Personal Data (Privacy) Ordinance"
	   o Qualifications to legally work in Hong Kong, etc.
	• Understand the skills related to recruiting and selecting staff, such as:
	   o Skills for conducting interviews
	   o Assess work experience and academic qualifications, etc.
	
	2. Recruit and select staff
	
	• Recruit staff according to the organization's procedures, such as:
	   o Issue job vacancies through different media channels
	     ▪ Internal recruitment sources, such as: the organization's intranet, staff chats, announcements and memos, etc.
	     ▪ External recruitment sources, such as: job advertisements, professional organizations, magazines and newsletters, staff referrals, online applications, etc.
	   o List the positions and entry qualifications for each vacancy
	   o Ensure that the recruitment program complies with legal requirements, etc.
	• Perform interviews according to the organization's procedures, such as:
	   o Establish the interview format and criteria for candidates

Functional Area - Management

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     ○ Selection of interview host and participating staff
     ○ Establish the interview's assessment criteria, etc.

- Select staff according to the organization's selection criteria, such as:
     ○ Analyze the candidate's work experience and relevant academic qualifications
     ○ Evaluate their on-site interview performance and/or written test results
     ○ Avoid conflicts of interests, etc.
- Process the information of successful interviewees according to the organization's procedures
- Regularly review the procedures and criteria for recruitment and selection of staff, in order to meet the changes and development of the labor market, and suggest improvements to the seniors for development purposes
- Appropriately store the documents or materials used when recruiting and selecting staff

3. Exhibit professionalism

- Maintain objective, fair and unbiased attitudes when recruiting and selecting staff
- Ensure that the recruitment procedure complies with the relevant laws and regulations, in order to avoid violating the laws of Hong Kong

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to perform recruitment and selection procedures according to the organization's procedures, and select suitable staff for different job positions; and
- Able to regularly review the staff recruitment and selection methods, and suggest improvements for development purposes.

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

Functional Area - Management

Title	Instruct and Train New Recruits
Code	110839L4
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to understand the organization's operations and related information on its service, and provide relevant guidance and appropriate training according to the needs of new recruits, in order to help them adapt to their work as soon as possible.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on instructing and training new recruits
	
	    • Understand the relevant materials that new recruits need to learn, such as:
	        ○ Organizational level, such as: service mission, aim, philosophy, and goals, etc.
	        ○ Administrative level, such as: administrative management policies and related guidelines, etc.
	        ○ Unit level, such as: staff responsibilities, etc.
	        ○ Service level, such as: service categories and the relevance between services, etc.
	    • Understand the positions and duties of new recruits
	    • Understand the skills and tips for providing training for new recruits
	    • Understand the skills to assist new recruits to adapt to work
	
	2. Instruct and train new recruits
	
	    • Arrange staff guidance and training to allow them understand the position and rank of the new recruit
	    • Prepare complete and comprehensive job information kits for new recruits, such as:
	        ○ Information related to administration, such as:
	            ▪ Staff professional ethics guidelines and codes of practice
	            ▪ Service quality standard documents
	            ▪ Staff supervision and job effectiveness assessment arrangements
	            ▪ Preparation of staff duty rosters
	            ▪ Procedures and guidelines for the application of leave of absence, etc.
	        ○ Information related to service, such as:
	            ▪ Recent and existing service plans of the department and subordinate teams
	            ▪ Annual plan and review report
	            ▪ Guidelines for the implantation of service quality standards, etc.
	        ○ Other practical information, such as:
	            ▪ Execution of computer software
	            ▪ Work safety regulations, etc.
	    • Make corresponding arrangements so that new recruits can adapt and start working as soon as possible, such as:
	        ○ Coordinate with other services/units to allow new recruits to visit and understand
	        ○ Arrange time for community visits so that they familiarize with community facilities and related support services, etc.
	    • Arrange appropriate training for new recruits, such as:

Functional Area - Management

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    o   Cooperate with the organization's orientation activities so that they understand the organization's service development policy and other collaborative services/units

    o   Cooperate with the department's orientation activities so that they understand the department's operations and service

    o   Service-related training, such as: occupational safety and health training, etc.

    o   Service skills training, such as: skills for using wheelchairs, etc.

- Provide explanations and descriptions for any questions and inquiries by new recruits

3. Exhibit professionalism

- Ensure that the guidance and training arrangements are commensurate with the positions and ranks of the new recruits
- Understand the needs of new recruits, and assist them in adapting to their work as soon as possible
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to understand the related information on organization's operations and services, and provide relevant guidance and appropriate training corresponding to the job positions and needs of new recruits, in order to help them in adapting to their work as soon as possible.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Functional Area - Management

Title	Compile Work Injury Reports
Code	110840L4
Range	This Unit of Competency is applicable to practitioners who provide crisis management planning in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to compile accurate work injury reports, according to the organization's procedures and guidelines and the understanding on the staff's condition and severity of their work injuries, in order to submit relevant reports to the senior/supervisor for follow-up and documentation purposes according to the organization's reporting mechanism.
Level	4
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on compiling work injury reports
	
	• Understand the organization's guidelines on handling staff accidents or injuries on duty, occupational safety and health regulations, and reporting mechanisms
	• Understand the skills of collecting detailed information on work injuries, such as:
	   o Date and time of injury
	   o Injury location; inside the unit/center or field locations
	   o Causes of injuries/factors leading to the injuries
	   o Nature of the injuries, burns, crush, sprains, etc.
	   o Immediate treatment after the injuries
	   o Conditions after the treatment, etc.
	• Understand the procedures and importance of accurately preparing and submitting work injury reports, such as:
	   o Protect the staff's rights, such as: work injury leaves, compensation amount, medical expenses, etc.
	   o Ensure the normal operation of the organization, such as: the need to deploy staff due to another's work injury, etc.
	• Understand the skills to maintain good communication
	• Understand the clerical skills of accurate and detailed records
	• Understand the laws of Hong Kong related to the staff's work injuries, such as: "Employees' Compensation Ordinance", etc.
	
	2. Compile work injury reports
	
	• Compile work injury reports according to the organization's regulations, guidelines and mechanisms
	• Utilize different methods to collect detailed information of injured staff at the workplace/during working hours, such as:
	   o Direct description by the injured staff
	   o Relevant information provided by staff who witnessed the incident
	   o Details provided by service users who witnessed the incident
	   o If the situation permits; visit the site of the incident, inspect the surrounding environment, search for information related to the work injury, etc.
	• Organize and summarize the collected information, truthfully and accurately fill in the organization's work injury report forms
	• Submit the completed work injury report and other related documents to the senior/supervisor within the established time limit, such as: the doctor's certificate, so that they can follow-up, appropriately record and store the information

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

Functional Area - Management

	3. Exhibit professionalism • Maintain an objective and fair attitude while collecting staff work injury information and compiling reports • Comply with the relevant laws and regulations when preparing work injury reports • Understand the importance of accurate preparation of work injury reports on the staff's rights and operation of the organization
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to accurately compile work injury reports, according to the organization's codes of practices and guidelines, and the staff's work-related injuries; and • Able to submit work injury reports to the senior/supervisor for follow-up and documentation purposes, according to the organization's work injury reporting mechanism, in order to protect the rights and interests of the staff and the organization.
Remark	

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

Functional Area - Management

Title	Assist in the Preparation of Financial Reports
Code	110841L4
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to organize the organization's financial data and assist in the completion of financial reports, according to the organization's management policies and procedures, and the arrangements of the senior/supervisor.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on leading new recruits
	
	• Understand the purpose and main points of the execution of financial reports
	• Understand the standard format of financial reports
	• Understand the methods and procedures of using computer software to prepare financial reports
	• Understand the methods to use relevant financial management objectives and accounting standards
	• Understand the relevant standards of regulatory agencies, such as:
	   o "Service Quality Standards and Criteria"
	   o "Funding and Service Agreement" and "Sample FSA/SDs"
	   o "LSG Manual" and "Best Practice Manual"
	   o "Lotteries Fund Manual", etc.
	• Understand the procedures for collecting the organization's financial data
	• Understand the methods to maintain good communication with the department and senior/supervisor
	• Understand the organization's financial management policies and the standards and techniques for writing financial reports
	
	2. Assist in the preparation of financial reports
	
	• Understand the organization's financial management policy, cooperate with the requirements and guidelines of the senior/supervisor for the preparation of financial reports, and understand the scope of assistance that needs to be provided
	• Collect the necessary financial data from various departments according to the guidelines and determine the accuracy of relevant data before the end of the financial year, such as:
	   o Current income and expenditure of the year
	   o Annual service/activity income and expenditure
	   o Annual financial report
	   o Annual financial settlement report, etc.
	• Integrate financial data in a clear and organized manner and assist in the preparation of financial reports, such as:
	   o Ensure all transactions (including income and expenditure) are recorded in appropriate accounting records, and all receipts, various payment and vouchers are appropriately stored
	   o Ensure that the required data is recorded before the annual settlement date
	   o Inspect the deposit records to ensure that the cash payment is consistent with the bank statement, etc.

Functional Area - Management

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Enter the well-organized financial data into the organization's computer software
Assist the senior/supervisor in the preparation of financial reports
Appropriately store the reviewed and approved financial reports and related information, and provide the required information to the regulatory agency when requested, according to the document retention period stipulated by the agency

3. Exhibit professionalism

Collect financial data and determine its accuracy according to the organization's financial management policies and procedures, and maintain good communication with seniors and various departments to assist in the preparation of financial reports

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to collect and organize required information and financial data according to the organization's financial management policies and procedures, and assist in the completion of financial reports.

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

Unit of Competency is applicable across different functional areas

Title	Supervise Occupational Safety and Health Measures
Code	110933L4
Range	This Unit of Competency is applicable to practitioners who provide management work in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to supervise occupational safety and health measures, according to the organization's guidelines and related laws, in order to ensure the staff execute and comply with the relevant guidelines and laws during work, reduce the chance of injuries on duty, and protect their safety and health.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on occupational safety and health
	
	• Understand the methods to specify and clarify the organization's occupational safety and health guidelines
	• Understand the method to analyze and explain the knowledge and application of occupational safety and health, such as:
	  o Ensure the safety and hygiene of the working environment, including: office, kitchen, field locations, etc.
	  o Correct use of electronic products, appliances, auxiliary tools, kitchen utensils, etc.
	  o Physical labor operations
	  o First aid equipment
	  o Fire prevention measures
	  o Infection control measures
	  o Accident prevention and handling procedures
	  o Relevant arrangement for the staff and elderly persons during typhoons and rainstorms
	  o Field work safety measures, etc.
	• Understand the importance of supervising occupational safety and health measures
	• Understand the skills of supervising the staff
	• Understand the methods to inspect and specify the relevant standards of regulatory agencies, as well as the relevant laws and regulations on occupational safety and health, such as:
	  o Infection control guidelines
	  o Traffic and occupational guidelines under different typhoon and rainstorm warning signals
	  o "Service Quality Standards and Criteria"
	  o "Occupational Safety and Health Ordinance"
	  o "Occupational Safety and Health (Display Screen Equipment) Regulation"
	  o "Fire Services Ordinance", etc.
	
	2. Supervise occupational safety and health measures
	
	• Conduct supervisory training for the staff, according to the organization's occupational safety and health guidelines, such as:
	  o Provide the staff with occupational safety and health training, and arrange relevant professional organizations/personnel to provide training as needed
	  o Instruct the staff to perform work procedures and specify the main points

Unit of Competency is applicable across different functional areas

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- o Assess the staff performance, and suggest improvements based on the assessment results
- o Daily inspection of the staff's occupational safety and health conditions
- Print a copy of the organization's occupational safety and health guidelines in all units, so that the staff could easily access them for reference, create occupational guidelines and precaution signs in the form of pictures and texts, and conspicuous places to improve the compliance
- Circulate relevant guidelines and the latest information within the organization, and the staff who have read them must sign to confirm that they have been informed of the latest occupational safety and health information
- Set up field work notice boards in conspicuous places in the office, to ensure that the staff could easily understand the location of those working in the field
- Regularly report the quantities and cases of injuries on duty to improve the staff's alertness
- According to the nature of the work, and scope of the staff's services, introduce auxiliary tools related to occupational safety and health, and guide the staff on their correct methods of use, such as:
  - o Personal protective equipment
  - o Support belt
  - o Transfer equipment
  - o Anti-theft alarm, etc.
- In the event of accidents or injuries on duty, immediately perform contingency arrangements, and investigate the cause, in order to prevent it from recurring in the future
- Report cases of injuries on duty according to the reporting mechanism for injuries on duty, such as: the process and managements, in order to facilitate follow-up measures
- Provide information on occupational safety and health to improve the staff's knowledge, such as:
  - o Display health education leaflets and posters
  - o Distribute information on health websites
  - o Related public activities and courses
  - o Relevant knowledge on the use of equipment
  - o Information on facility safety, etc.
- Identify potential occupational risks, report to the senior and suggest improvements

3. Exhibit professionalism

- Ensure the objective and fair assessments on the staff's occupational safety and health knowledge
- Comply with the organization's guidelines and relevant laws and regulations when executing occupational safety and health measures

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to provide the staff with occupation safety and health training, and provide appropriate guidance according to the organization's occupational safety and health work guidelines as well as the relevant standards and laws of regulatory agencies; and
- Able to ensure that the staff executes and complies with the relevant guidelines during work, reducing the risk of injuries on duty.

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

Unit of Competency is applicable across different functional areas

Title	Execute Electronic Health Record Projects
Code	110935L4
Range	This Unit of Competency is applicable to practitioners who provide management of electronic health records in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to manage electronic health records according to the organization's data collection and analysis process, in order to improve the elderly's health management abilities.
Level	4
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on executing electronic health record projects • Understand the sources that assist in accessing and monitoring electronic health records, such as: ○ Questionnaires on the elderly's quality of health ○ Elderly's electronic health report after each measurement, etc. • Understand the partnerships that assist in the measurement, collection and analysis of the projects, such as: ○ Elderly Housing Association: first line safety bell and electronic health management services ○ Jockey Club Institute Ageing of the Chinese University of Hong Kong, such as: "Jockey Club Community eHealth Care Project", etc. • Understand the process of managing electronic health records • Understand the facilities and documents for issuing electronic health records, such as: ○ Computers connected to health measurement equipment ○ Personal health record books ○ Regular personal health reports, etc. • Understand the analysis reports of electronic health record • Understand and analyze the content of electronic health records, such as: ○ From data measuring the elderly's health, such as: ▪ Blood pressure ▪ BMI ▪ Body temperature ▪ Glycemic index, etc. ○ From the questionnaires on the elderly's quality of health, such as: ▪ Oral health ▪ Hearing, vision ▪ Mental health ▪ Self-assessment of symptoms, such as: urine and bowel symptoms, etc. ▪ Instrumental activities of daily living, such as: making phone calls, shopping, etc. • Understand the purpose of managing electronic health records, such as: ○ Early identification of the high-risk elderly persons ○ Improve the elderly's awareness on health management ○ The basis for the execution of the elderly's activities, etc. • Understand the privacy and security measures involved in the management of electronic health records • Understand the cooperation with executive staff on providing elderly services

Unit of Competency is applicable across different functional areas

	2. Execute electronic health record projects
	
	• Execute the following management measures, according to the elderly's quality of health records, such as:
	    ○ Assist the elderly persons to execute their electronic health record plans, such as: "Jockey Club Community eHealth Care Project"
	    ○ When discovering abnormal data on the elderly's electronic health records; notify the elderly/carer, check the elderly's physical conditions, and follow-up accordingly
	    ○ Regularly compile reports on the elderly's electronic health records and analysis results, explain the report to the elderly persons, and recommend follow-ups to their health management
	    ○ Identify the elderly's potential health problems through analyzing their electronic health records, such as: risk of chronic diseases, falls, oral diseases, etc., so that the staff of community care and support services can plan targeted activities and services based on the relevant data
	• Organize and summarize the collected information, truthfully and accurately fill in the organization's work injury report forms
	• Submit the completed work injury report and other related documents to the senior/supervisor within the established time limit, such as: the doctor's certificate, so that they can follow-up, appropriately record and store the information
	
	3. Exhibit professionalism
	
	• Manage electronic health records according to the privacy and security measures
	• Follow-up the abnormal data, and assist the elderly persons in improving their health management abilities

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to manage electronic health records within a predetermined period of time, according to the organization's guidelines, in order to improve the elderly's health.
Remark	

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

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	Performance Requirements
	1. Understand the relevant ordinances in elderly care service industry and the codes of practice of the institution
	
	    Be able to
	• Understand the background of institution
	• Understand the ordinances and regulations in Hong Kong applicable to elderly care service, such as:
	    o Service Quality Standards (SQSs) and Criteria
	    o Hospitals, Nursing Homes and Maternity Homes Registration Ordinance
	    o Code of Practice for Private Hospitals, Nursing Homes and Maternity Homes Registration Ordinance
	    o Residential Care Homes (Elderly Persons) Ordinance
	    o Code of Practice for the Residential Care Homes (Elderly Persons)
	    o Employment Ordinance
	    o Mandatory Prevenient Fund Scheme Ordinance
	    o Personal Data (Privacy) Ordinance
	    o Minimum Wage Ordinance
	    o Social Workers Registration Ordinance
	    o Mental Health Ordinance
	    o Occupational Safety and Health Ordinance
	    o Prevention of Bribery Ordinance
	    o Waste Disposal Ordinance by Environmental Protection Department
	• Understand the codes and rules of the institution, such as:
	    o Guidelines on daily operation
	    o staff's code of practice
	    o Procedures on handling complaints
	    o Guidelines on environmental safety.
	
	2. Comply with and apply ordinances and practice guidelines
	
	    Be able to
	• Apply and comply with ordinances relevant to the elderly care service industry and follow guidelines of the institution in daily routine work
	
	3. Exhibit professionalism
	
	    Be able to
	• 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:

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

Functional Area - Management

	• 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	

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

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	Performance Requirements
	1. Relevant knowledge and techniques on managing the institution
	
	    Be able to
	• 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:
	    o Application for the service
	    o Assessment on users' needs
	    o Termination of services
	    o Duration of service plan
	    o Financial budget
	    o Charging procedures
	• Understand the scope of work for different staff members
	    o Responsibilities
	    o Skills required
	    o Work flow
	    o Working hours
	• Understand service users' needs (including elderlies and their families)
	• Understand regulations and restrictions on services as prescribed by regulatory authorities, such as
	    o Service Quality Standards (SQSs) and Criteria
	    o Code of Practice for Residential Care Homes for the Elderly
	    o Manpower deployment
	    o 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
	
	2. Formulate guidelines on managing daily operation
	
	    Be able to
	• 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
	    o Workflow of service use
	    o Reporting procedures
	    o Responsibilities of staff

Functional Area - Management

	o 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on the institution's operation
	
	• Understand development plan and executive policies of the institution
	• Understand management direction of the institution, such as:
	   o Service, mission and goal of institution
	   o Development plan of services
	   o Policies formulated by institution
	   o 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
	
	2. Apply management knowledge and techniques to the institution
	
	   Be able to
	• 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:
	   o Collection of opinions from service users, staff and the public
	   o Reports on how well the policies are implemented for management's review
	   o Announcement of latest instructions about implementing policies for subordinate's reference
	   o 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
	   o Recruit focus groups
	   o 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
	
	3. Exhibit professionalism
	
	• Ensure the process of implementing policies follows relevant laws strictly

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

Functional Area - Management

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on infection control
	
	    Be able to
	• Understand the procedures and standards of infection control, such as
	    o Common infectious diseases among the elderly
	    o Routes of transmission of infectious diseases
	    o Routine prevention for infectious disease (including personal, food and hygiene, vaccination, disinfection with diluted bleach, isolation wards, etc.)
	    o washing hand properly
	    o Personal protective equipment
	    o Personal hygiene
	    o Methods of cleaning and sterilizing items
	    o Food safety and hygiene
	    o 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
	
	2. Formulate infection control guidelines and monitor frontline staff to follow them
	
	    Be able to
	• Formulate relevant measures and guidelines according to different scopes of infection control, such as
	    o Handling suspected cases of infection
	    o Handling outbreak of infection
	    o Notification mechanism for infectious diseases
	    o Handling wounds
	    o Handling contaminated items
	    o Handling sharp items
	    o Disposing medical wastes
	    o 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

Functional Area - Management

	• Set a timetable for staff assessment with respect to infection control, including theory and practical tests, for example,
	    ○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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).

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

Functional Area - Management

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	Performance Requirements
	1. Relevant knowledge on document and data management
	
	    Be able to
	• Understand data and documents relevant to the institution's service, including
	    o Service content
	    o Service operation and activities
	    o Letters, documents, mails related to services
	    o Personal data of elderlies
	    o Staff record (such as appraisals and complaints)
	    o Meeting minutes
	    o 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
	
	2. Formula guidelines on data management
	
	    Be able to
	• Formulate relevant guidelines according to specific scopes of data management
	• Formulate procedures of data collection, for example
	    o Draft the various types of information needed to be collected
	    o Classify service information
	• Formulate the procedures of data storage, for example,
	    o Format of saved documents
	    o System for document editing, including dates on which documents are created and revised, indices of classification, and document numbers
	    o Security and storage location
	    o Storage duration and destruction procedures
	• Formulate the procedures of data access, for example,
	    o Compliance with relevant laws
	    o Signature records of staff members who have read the documents in circulation
	    o Restricted documents for specific personnel only
	    o Identify confidential documents
	• Formulate procedures of data amendment, for example,
	    o Person in charge of amendment
	    o Stamp on the date of cancellation and modification

Functional Area - Management

	• Build channels to announce the guidelines on data management to arouse awareness among service users and the community, including
	    ○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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 requied 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	Performance Requirements
	1. Relevant knowledge on data and information technology system management
	
	    Be able to
	• Manage data of the institution
	    o Understand the operational strategy and needs of the institution
	    o Understand the range of data collected or generated within the institution
	    o Understand the relevant procedures of data collection, storage, access and amendment
	    o Understand how data are circulated in the institution
	    o Understand the Personal Data (Privacy) Ordinance
	• Knowledge on information technology management system
	    o Knowing the functions and properties of the information technology system of the institution
	    o Understand the skills to repair various information technology systems
	    o Understand the causes of different kinds of failure in information technology system and ways to prevent them
	    o Understand the methods to manage information technology entities
	    o Understand the information technology systems used by other institutions and in other countries
	
	2. Design information technology management system
	
	    Be able to
	• 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,
	    o Operational needs of the institution
	    o Information technology system adopted by other institutions and countries
	    o Analyse the advantages and limitations of the system
	    o Impact on the operation of the institution
	    o The financial and human resources of the institution
	• Formulate a detailed plan and procedures regarding the procurement of information technology system, for example,
	    o Points to note when purchasing the system
	    o Order of priority for installation
	    o Repair and maintenance
	    o Details of configurations
	• Formulate methods to promote system utilization among relevant staff/units, for example,

Functional Area - Management

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○ 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

○ 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

3. Exhibit professionalism

    Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge on medical services
	
	    Be able to
	• Understand the nursing needs of elderlies, for example,
	    ○ 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,
	    ○ 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
	
	2. Formulate a plan to introduce medical assistive technologies
	
	• Select the appropriate medical assistive technologies, according to the needs of service users, target elderlies and staff; formulate the consideration factors, including
	    ○ 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

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

Functional Area - Management

	• 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 3. Exhibit professionalism Be able to • Screen and assess relevant medical technologies objectively before making an informed, educated choice
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on human resource strategy
	
	    Be able to
	• Understand the overall objectives of the institution, including:
	    o Organization framework and duties of various departments
	    o Overall operational direction and strategy
	    o 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:
	    o Financial condition
	    o Operational cost
	    o Annual funding
	    o The percentage of operational cost spent on staff expenses
	• Understand the workflow and operation properties in the elderly care service industry, including
	    o Manpower allocation in various departments
	    o Ability requirement in various positions
	    o Shift system
	    o working overtime
	    o working on holidays
	
	2. Formulate human resource management policy
	
	    Be able to
	• 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

Specification of Competency Standards
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Functional Area - Management

	3. Exhibit professionalism Be able to • Ensure that the relevant laws are strictly adhered to when formulating human resource policy
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on team management
	
	    Be able to
	• 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
	    o SWOT (Strength, Weaknesses, Opportunities & Threats)
	    o PESTEL (Political, Economic, Social, Technical, Environmental and Legal)
	
	2. Formulate team management policy
	
	    Be able to
	• 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
	    o Tasks and requirements
	    o Roles of members
	    o 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
	
	3. Exhibit professionalism

Functional Area - Management

	Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on staff appraisal
	
	    Be able to
	• 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
	    o Identify room for improvement in staff's performance
	    o Provide continuous monitoring and supervision
	    o Formulate staff's needs in terms of training and career development
	    o Elevate efficiency of the institution or department
	• Understand all job positions and rankings within the institution, including
	    o Frontline staff
	    o Healthcare professionals
	    o Management
	    o 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
	    o Assessment standards and definitions
	    o Modes, methods, procedures of assessment
	    o Requirements on staff conducting appraisal
	    o Duration of assessment
	    o Reward/punishment mechanism
	    o Appeal mechanism for staff being assessed
	    o 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
	
	2. Formulate policies of staff assessment
	
	    Be able to
	• Compile a list of assessment modules according to relevant standards, such as
	    o Knowledge, professional ability
	    o Efficiency
	    o Performance
	    o Diligence
	    o Attitude at work, such as taking initiative

Functional Area - Management

	○ communication skills ○ Relationship with the team ○ Keenness on pursuing continuous education and registration requirements ○ Personal conduct - Formulate assessment methods of performance assessment, including, ○ Assessments by supervisors, peers and subordinates ○ Opinions of service users ○ Self-evaluation - Formulate relevant executive procedures and guidelines according to assessment standards, such as ○ 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 3. Exhibit professionalism Be able to - Formulate policies of staff assessment objectively and strike a balance between the benefits of the institution and its staff
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	

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

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	Performance Requirements
	1. Relevant knowledge on staff training
	
	    Be able to
	• 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
	    o Enhance staff's skills and knowledge
	    o Introduce new ideas or knowledge
	    o Chances of extending the use of technology in work settings
	    o 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
	
	2. Formulate development plans for staff training
	
	    Be able to
	• Analyse the directions of staff training and the institution's development, consider factors like:
	    o Performance assessments
	    o Staff interviews and comments
	    o Training needs in terms of duties and professional skills
	    o Discrepancy between staff's abilities and supervisor's expectations
	    o Internal promotion scheme
	    o Development strategies of the service unit
	    o 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:
	    o Internal training of the institution
	    o Continuous education after work
	    o 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

Functional Area - Management

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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

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge on financial support plans
	
	    Be able to
	• Understand the institution's development direction in terms of services provided by such as:
	    o Room for service expansion
	    o Innovative service development
	    o Required resources
	    o 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
	
	2. Compose resources planning proposal
	
	    Be able to
	• 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:
	    o Background of the funding institutions
	    o Projects and scopes of subsidy/collaboration
	    o Approval procedures
	    o Regulations and conditions
	    o Application deadline and timeframe
	• Compose application proposal to meet the scope of funding, requirements and conditions of the respective funds such as:
	    o Application forms and attachments
	    o Introduction of the institution/unit, especially its professional abilities
	    o Service requirements
	    o target service users, their eligibility and procedures of application
	• mode of delivering service
	    o Required manpower and resources
	    o Operational budget, including costs incurred and fees collected

Functional Area - Management

	○ 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 3. Exhibit professionalism Be able to • Adopt professionalism, deter any abuse or fraudulent behaviour
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant information on environmental safety
	
	    Be able to
	    • Understand the institution's environment, service workflow and target service users
	    • Understand the scope of environmental safety guidelines, such as:
	        o Elderlies' activity areas
	        o Office
	        o Kitchen
	        o Public areas
	        o Environmental hygiene and cleaning
	        o Fire service facilities
	        o Typhoons and rainstorms arrangement
	        o Occupational safety
	        o First-aid equipment
	        o Medication management
	        o Management of hazardous materials
	        o Infection control
	        o Perform outdoor work and activities
	        o 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:
	        o Service Quality Standards (SQS) and Criteria
	        o Fire Service Ordinance
	        o Traffic and occupational guidelines under typhoon and rainstorm signals
	        o Guidelines on preventing infections
	        o Occupational Safety and Health Ordinance
	        o Code of Practice
	
	2. Formulate environmental safety guidelines
	
	    Be able to
	    • 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

Functional Area - Management

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- Formulate plans for emergency evacuation, such as:
  - o 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
  - o Display a map of escape routes in times of fire/emergencies
  - o 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

3. Exhibit professionalism

    Be able to
- 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
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

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

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	Performance Requirements 1. Relevant knowledge on occupation safety and health, as well as environmental protection 　　Be able to • Understand the institution's status in terms of occupational safety, such as 　o Number of occupational injuries 　o Common accidents 　o High-risk occupations 　o Number of sick leave and medical consultations 　o 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 　o Scope of coverage, including office, kitchen. 　o Proper use of electrical appliances and kitchen utensils 　o Heavy manual labour 　o First-aid equipment 　o Proper use of assistive tools • Understand measures of environmental protection and how resources are used in the institution, such as 　o Monthly power consumption 　o Water consumption 　o Use of consumable items, such as paper, toilet rolls 　o Use of disposable items • Understand environmental knowledge related to the institution and how to apply it, such as: 　o Scope of coverage, including lighting, waste disposal and power consumptions, etc. 　o Reduce wastes 　o Categorise garbage for recycling 　o Use air-conditioning wisely 　o 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: 　o Service Quality Standards(SQS) and Criteria 　o Code of Practice 　o Occupational Safety and Health Ordinance 　o Occupational Safety and Health (Display Screen Equipment) Regulation

Functional Area - Management

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    ○ Environmental legislation

2. Formulate guidelines on occupational safety and health, as well as environmental protection

    Be able to
- 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
  - 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
  - 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
  - Health education leaflets and posters
  - Health website
  - Activities and courses

3. Exhibit professionalism

    Be able to
- Ensure all guidelines on occupational safety and health and environmental protection follow relevant standards as stipulated by regulatory authorities and laws

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- 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.

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

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	Performance Requirements
	1. Relevant knowledge on staff accidents or incidents
	
	    Be able to
	- Understand records of staff accidents or incidents in the institution
	- Understand different categories of general staff accidents or injuries and their causes, including
	    o Falls, compression injuries, electric shock, fire, burn, cuts
	    o Injuries due to operating machines
	    o Traffic accidents
	    o 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
	    o Guidelines and emergency measures
	    o First aid procedures
	    o Safety management system
	    o Reporting mechanism of occupational injuries
	    o occupational health and safety plan
	    o Personal protection equipment
	- Understand emergency measures in handling accidents of the institution,
	    o Fire service facilities and locations of first aid kits
	    o emergency escape routes
	    o Guidelines on handling violence in the workplace.
	
	2. Formulate guideline on handling staff accidents or injuries
	
	    Be able to
	- 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
	    o First-aid procedures
	    o Report to supervisor immediately
	    o Call police or ambulance
	    o Arrangement on manpower
	    o Emergency evacuation
	    o Referral and medical consultation
	    o Insurance claims
	- Assess the risk of injuries of different job positions, identify high-risk group and formulate guidelines specifically for them

Functional Area - Management

	• 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 3. Exhibit professionalism Be able to • Ensure the formulated guidelines on handling staff accidents and injuries can effectively prevent accidents
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge and skills required for staff members to communicate with with elderlies and their families effectively
	
	    Be able to
	• Understand the mission, objectives, core values, goals and resources of the institution
	• Understand the institution's scope of services and procedures to deliver services
	    o Target service users
	    o Nature of services
	• Understand the theory and techniques of communication, such as
	    o Functions of communication
	    o Build a good communication channel
	    o Techniques to use the right diction
	    o Listen patiently and techniques to ask questions
	    o 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
	
	2. Formulate communication channels between staff, elderlies and their family
	
	    Be able to
	• 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
	    o Publication of periodicals
	    o Feedback boxes
	    o Newsletter
	    o Notice
	    o Case meeting or interviews
	    o 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

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

Functional Area - Management

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Management

Title	Manage the Operating Budget
Code	110842L5
Range	This Unit of Competency is applicable to practitioners who are responsible for financial management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to utilize relevant knowledge to develop budgets and expenditures according to the organization's financial strategy, in order to ensure effective management and that the organization has sufficient funds to operate.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on operating budgets
	
	• Understand the organization's financial strategy and operating budget
	• Understand the organization's service development and changes
	• Understand the principles and forecasting methods of capital budgeting
	• Understand financial management and financial planning
	• Understand the recurrent expenses of the organization and service units
	• Understand the service unit and its activity expenditure and budget
	• Understand the relevant service quality standards and laws of regulatory agencies, such as:
	    ○ "Service Quality Standards and Criteria"
	    ○ "Funding and Service Agreement" and "Service Document"
	    ○ "Lump Sum Grant Manual" and "Best Practice Guidelines"
	    ○ "Lotteries Fund Manual", etc.
	
	2. Manage the operating budget
	
	• Allocate funds at specified times according to the fiscal year and budget
	• Analyze the operating budget after data integration, such as:
	    ○ Compare the fiscal year report with the budget, and reconcile the differences
	    ○ Complete the budget report within the specified time, etc.
	• Create expenditure budgets based to the organization's annual expenditure, and allocate operating funds, such as; administration, rent, rates, labor costs, etc.
	• Report the financial progress and budget differences on a monthly basis, according to the release schedule and name list, to ensure that the management and executive committee receive and review reports in a timely manner
	• Manage and control the expenditures to curb the costs according to the financial budget
	• When the situation deviates from the budget plan; take appropriate actions to report relevant issues to the management committee in a timely manner
	• Store financial data according to the organization's predetermined retention period, and provide regulatory agencies with content and data for review purposes
	
	3. Exhibit professionalism
	
	• Ensure that the management of the operating budget can meet the organization's annual operating needs and long-term interests
	• Maintain integrity and compliance with ethical values when managing the operating budget

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

Functional Area - Management

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the organization's service development, effectively manage the operating budget, and ensure that the organization has sufficient liquidity to operate.
Remark	

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

Functional Area - Management

Title	Manage Financial Information (Unit/Elderly)
Code	110843L5
Range	This Unit of Competency is applicable to practitioners who are responsible for financial management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze and assess the organization's financial information and data, and appropriately handle the collection, storage and application of financial information, in order to maintain good financial management.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on financial management • Understand the organization's financial management policies, objectives and accounting standards • Understand the financial functions and operating conditions of each unit • Understand the relevant service quality standards and laws of regulatory agencies, such as: o "Service Quality Standards and Criteria" o "Funding and Service Agreement" and "Service Document" o "Lump Sum Grant Manual" and "Best Practice Guidelines" o "Lotteries Fund Manual", etc. 2. Manage financial information (unit/elderly) • Develop procedures and systems for managing financial information and data, such as: o Send and receive official receipts o Management of cash, cheques and valuables, as well as the handling of financial loss o Issue cheques and authorizations o Bank account records o Petty cash transaction records o Payment approval records o Salary payment records o Activity income and expenditure records o Registry of fixed assets o Accounting records, etc. • Develop measures to monitor financial data to ensure its appropriate storage, such as: o Store financial information in a fireproof and lockable file cabinet or folder, and hand over the keys to the senior/supervisor or responsible staff for safekeeping o Appoint relevant staff of each unit to be responsible for authorizing, signing, supervising and verifying financial information • Establish time limit for processing financial data to ensure its reliability and accuracy, such as: o Daily schedule for deposits o Time limit for submitting the information to the accounting department, etc. • Establish standards for each unit's financial information reporting to ensure consistency • Research and review the existing financial management information system, and identify areas of improvements

Functional Area - Management

	3. Exhibit professionalism • Ensure that the financial information provided is accurate, appropriately stored and used effectively
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to set up systems and procedures for managing financial data, and appropriately handle matters such as: collection, storage and application of financial data; and • Able to appropriately manage financial information, and provide reliable and accurate financial information to relevant departments.
Remark	

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

Functional Area - Management

Title	Develop Ethical Management Policies
Code	110844L5
Range	This Unit of Competency is applicable to practitioners who are responsible for management work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop ethical management policies according to the organization's service development policies and the understanding of the organization's recruitment guidelines, in order to improve the organization's service quality and protect the organization's reputation.
Level	5
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on ethical management • Understand the strategies and policies of the organization's service development • Understand the human resources policies and recruitment conditions of the organization's guidelines • Understand the organization's guidelines on human resources policies • Understand the methods to determine and plan the staff's professional ethics in the elderly community care and support services industry, such as: o Privacy and confidentiality o Respect the clients o Equality o Support and advocacy o Priority on the service target, etc. • Understand the skills of assessing the staff's performance on professional ethics • Understand the methods to integrate the laws related to ethical management, such as: o "Personal Data (Privacy) Ordinance" o "Disability Discrimination Ordinance" o "Race Discrimination Ordinance" o "Hong Kong Bill of Rights Ordinance" o "Service Quality Standards", etc. 2. Develop ethical management policies • Establish goals for developing ethical management policies, according to the organization's policies, guidelines and service development, such as: o Guarantee/improve the organization's reputation o Improve the organization's service quality o Maintain good relationships with the service users, etc. • Establish the assessment criteria for the staff's performance on professional ethics, according to their various work responsibilities, such as: o Plan services o Provide services o Communicate with service users o Cooperate with other staff, etc. • Establish assessment methods for the performance on professional ethics, such as: o Regular staff supervision and performance assessments o Assessments by the senior, supervisor or other staff

Functional Area - Management

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○ Service user opinions
○ Self-assessment, etc.

Develop timetables for the assessment of the performance on professional ethics
Develop reward systems to motivate the staff's professional behaviors
Develop staff training programs to help them improve their performance on professional ethics
Regularly review and revise the policies on ethical management, to ensure that the policies correspond with the organization's current service policies and helps to continually improve staff performance

3. Exhibit professionalism

Ensure that the established ethical management policies correspond to the organization's service policies
Ensure the appropriate assessment on the performance of professional ethics, and compare and learn from other organizations in the industry as needed

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to develop policies on ethical management according to the organization's policies, guidelines and service development; and
Able to develop assessments on ethical performance and relevant staff training programs, to protect the organization's service quality and reputation.

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

Functional Area - Management

Title	Develop Volunteer Development Programs
Code	110845L5
Range	This Unit of Competency is applicable to practitioners who are responsible for planning volunteer work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop and volunteer development programs according to the organization's volunteer development goals, resources and volunteer needs, in order to facilitate the organization's service development.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on volunteer development programs
	
	    • Understand the organization's development strategies and guidelines on voluntary work
	    • Understand the importance of volunteer development on the organization's development, such as:
	        o Make good use of the volunteer's ability, time, knowledge and experience, in order to enrich the organization's resources
	        o Make good use of the volunteer's opinions, in order to improve the quality of services
	        o Mature volunteer development programs can establish clear and positive images for the organization
	    • Understand the organization's allocated resources for the volunteer development programs, such as:
	        o Funds
	        o Manpower
	        o Venue
	        o Time, etc.
	    • Understand the important elements of volunteer development programs, such as:
	        o Promote the methods to become a volunteer
	        o Methods and skills to maintain volunteers
	        o Methods to display the volunteer's potential, etc.
	    • Understand the organization's service development and demand for volunteers
	
	2. Develop volunteer development programs
	
	    • Assess the organization's needs for volunteers through different methods, such as:
	        o Understand the current and future service developmental policies of various departments
	        o Understand the current development conditions of volunteers in various departments
	        o Understand the service gap in the community, etc.
	    • Develop different natured volunteer services/groups according to the assessment results
	    • Develop mechanisms for recruiting volunteers, such as:
	        o Design volunteer application forms and related computer software
	        o Establish a recruitment plan, such as: street stations, contact other service units in the community, contact private organizations to cooperate in organizing volunteer programs, etc.
	    • Develop volunteer training programs, such as:

Functional Area - Management

	- o Provide training according to the volunteer's abilities and interests, as well as the needs of the organization/service plan - o Mobilize full-time staff in the organization, or invite relevant instructors in the community to provide training, etc. • Establish service matching mechanisms for volunteers, such as: - o Arrange volunteers to join relevant volunteer services/groups according to their abilities and interests - o Match suitable volunteers to provide their services according to the needs of the organization/service target groups, etc. • Specify the schedule of the electronic health record program • Specify the job nature and responsibilities of the staff that executes electronic health records, such as: - o Welfare workers responsible for monitoring abnormal data - o Nurses responsible for following-up the elderly's health - o Social workers responsible for executing targeted activities, etc. • Arrange regular volunteer gatherings to help improve cohesion and teamwork • Develop reward plans for volunteers to encourage and commend them on their contributions, such as: - o Record the quantity of their service hours every time they have provided their services - o Complete the calculation of voluntary work service hours before the annual deadline, etc. • Establish effectiveness assessment mechanisms for volunteer services/programs, regularly review and assess the effectiveness of voluntary work, and perform timely amendments and improvements accordingly 3. Exhibit professionalism • Ensure that the volunteer development programs, including the recruitment, training and job matching of volunteers, meet the organization's service needs • Able to increase the participation of volunteers and facilitate the organization's service development
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to develop volunteer development programs according to the organization's goals and service development; and • Able to utilize the appropriate skills to recruit and maintain volunteers, help consolidate their services, and facilitate the organization's service development.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Compile Financial Reports
Code	110936L5
Range	This Unit of Competency is applicable to practitioners who are responsible for financial management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze and organize the organization's financial data according to its financial management policies, and complete financial reports to be reviewed by authorized personnel of the regulators and Audit Commission, in order to ensure the organization receives funding.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on financial reports
	
	• Understand the methods to plan the purpose and focus of financial reports
	• Understand the methods to determine relevant financial management objectives and accounting standards
	• Understand the methods to check and integrate the relevant service quality standards and laws of regulatory agencies, such as:
	   o "Service Quality Standards and Criteria"
	   o "Funding and Service Agreement" and "Service Document"
	   o "Lump Sum Grant Manual" and "Best Practice Guidelines"
	   o "Lotteries Fund Manual"
	   o "Social Work Training Fund Ordinance", etc.
	• Understand the organization's financial management policies, as well as the standards and techniques for writing financial reports
	
	2. Compile financial reports
	
	• Compile financial reports according to the organization's financial management policies and the requirements of regulatory agencies
	• Ensure that all transactions (including income and expenditure) are recorded in appropriate accounting records, and that all receipts and payments are stored appropriately
	• Accurately fill in and integrate the content of the financial report according to the fiscal year, such as:
	   o Other welfare subsidies and unit income
	   o All donations
	   o Grant funds
	   o Reserve funds
	   o Administrative expenses, rent, government rates
	   o Activity and service income and expenses
	   o Staff salaries, benefits, allowances, MPF and other expenses
	   o Repair and maintenance costs, etc.
	• Utilize the organization's established standard format to prepare various financial reports applicable to the social welfare service industry, such as:
	   o Financial statements
	   o Internal audit reports
	   o Financial budget reports

Unit of Competency is applicable across different functional areas

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        ○ Financial settlement reports, etc.
- Entrust the annual financial report to an external audit to be checked and signed by them
- Submit annual financial reports to regulatory agencies after the end of the financial year
- Store financial data according to the organization's predetermined retention period, and provide regulatory agencies with content and data for review purposes

3. Exhibit professionalism

- Ensure the accuracy and timeliness of financial reports
- Maintain honest attitudes and ethical values, prevent fraud behaviors, and ensure that all items are clearly listed while managing the operating budget

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The integrated outcome requirements of this Unit of Competency are:

- Able to understand the appropriate financial data/information, and prepare financial reports accordingly; and
- Able to submit financial reports to review by regulatory agencies on time, to ensure that the organization receives funding.

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

Unit of Competency is applicable across different functional areas

Title	Develop Financial Management Policies
Code	110937L5
Range	This Unit of Competency is applicable to practitioners who are responsible for financial management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop financial management policies according to the conditions of the organization's operations, improve the organization's operating efficiency and manage operating costs.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on financial management
	
	• Understand the organization's financial strategy, financial management objectives and accounting standards, such as:
	   o Cost-effectiveness
	   o Compliance with regulations
	   o Balance and budget
	• Understand the analysis of financial statements
	• Understand the methods of financial planning and forecasting
	• Understand the elements of capital budgeting
	• Understand the service unit's operating expenses and budget
	• Understand the relevant service quality standards and laws of regulatory agencies, such as:
	   o "Service Quality Standards and Criteria"
	   o "Funding and Service Agreement" and "Service Document"
	   o "Lump Sum Grant Manual" and "Best Practice Guidelines"
	   o "Lotteries Fund Manual", etc.
	
	2. Develop financial management policies
	
	• Utilize different methods to assess and analyze the needs of each unit, and develop financial budgeting strategies to allocate resources for the lump sum grant, such as:
	   o Each unit's management staff participates in the drafting of the financial budget
	   o Refer to the financial budget and settlement report of the previous year, etc.
	• Calculate each unit's operating budget, such as:
	   o Recurrent expenditure
	   o Service expenses
	   o Staff expenses, including: salary, benefits, allowances, MPF, etc.
	   o Non-recurring expenses
	   o Reserve funds, etc.
	• Develop clear procedures for financial matters, such as:
	   o Approval process for large expenditures
	   o Petty cash
	   o Limitations and restrictions of the unit, such as: approved spending cap
	   o Engineering and equipment
	   o Minor maintenance
	   o Special project funds, etc.

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

Unit of Competency is applicable across different functional areas

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- Establish financial resource management mechanisms, such as: financial resource authorization, entrustment and approval, etc.
- Define the responsibilities of financial staff
- Develop measures to prevent conflicts of interests, such as: personnel responsible for financial decision-making should declare their interests to the service unit, etc.
- Set up the content of the financial report and the items required to fill in
- Develop financial monitoring mechanisms according to the organization's financial management objectives, such as:
  - Develop and monitor financial statements
  - Regularly conduct internal reviews and entrust external auditors to check the accounts
  - Regularly report to the board of directors/committee on the organization's financial status and the execution/efficiency of financial management in order to obtain improvement suggestions
  - Regularly conduct financial review meetings with the management of each unit, in order to assess the comparison between the unit's expenditure and service outputs, etc.
- Ensure that financial reports are appropriately stored, updated, and are ready for review by regulators and authorized personnel of the Audit Commission
- Regularly review the monitor the financial conditions, in order to improve the operation efficiency, utilize resources more effectively, and prevent abuse or fraud behaviors

3. Exhibit professionalism

- Ensure service quality standards and relevant legal requirements are met when developing financial management policies
- Maintain professional attitudes and prevent abuse or fraud behaviors while developing financial management policies

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to thoroughly analyze and assess the organization's services, develop relevant management policies, and effectively allocate resources to improve the organization's operation efficiency.

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

Unit of Competency is applicable across different functional areas

Title	Develop Risk Management Plans
Code	110938L5
Range	This Unit of Competency is applicable to practitioners who are responsible for risk management and management work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop risk management plans according to the organization's service conditions, the use of risk management knowledge and skills, in order to minimize the impact of risks on the organization's operations, as well as being able to identify problems early, in order to prevent and manage them appropriately.
Level	5
Credit	9 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on risk management
	
	• Understand the organization's services, including: service forms, daily operations, environmental facilities, service targets and staff, etc.
	• Understand the importance of risk management, such as:
	   o Prevent risks
	   o Avoid loss
	   o Minimize loss
	   o Risk transfer, etc.
	• Understand the scope of the organization's risks, such as:
	   o Casualties
	   o Property loss
	   o Damaged facilities and equipment
	   o Sudden computer system failures
	   o Talent loss
	   o Loss of importance records and information
	   o Ruined reputation of the organization, etc.
	• Understand the level and skills of developing risk management plans, such as:
	   o Assess potential problems
	   o Develop action plans
	   o Develop specific execution plans, etc.
	
	2. Develop risk management plans
	
	• Conduct comprehensive risk assessment based on the organization's services, such as:
	   o Environmental risks, such as: drain or sewer damage, toilet obstructions, etc.
	   o Risks of using facilities, such as: medical supplies, failure of rehabilitation equipment, etc.
	   o Service process risks, such as: infectious disease outbreaks, outdoor activity arrangements, etc.
	   o Transportation risks, such as: traffic jams, traffic accidents, etc.
	   o Staff risk management, such as: staff injury, large-scale leave applications, etc.
	   o Service user risks, such as: wounded, missing, getting lost, etc.
	   o Emergency risks, such as: fire, burglary, gas leak, suspension of water supply, etc.
	• Develop relevant plans based on each risk assessment items, such as:

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

Unit of Competency is applicable across different functional areas

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- o Precautions
- o Specific execution and crisis management methods
- o Follow-up procedures
- o Review the organization's policies related to risks and their execution conditions
- o Reporting and documentation formats, etc.
- o Refer to the Failure Mode and Effect Analysis (FMEA), etc.
- Explain the risk management plans to the managerial committee, in order to ensure that all units and staff execute the relevant measures
- Discuss with the insurance intermediary or company about the organization's daily operation needs, and develop appropriate and effective risk transfer plans
- Ensure that the organization purchases various types of insurance every year, including: public liability insurance and s' compensation insurance, and develop safety and inspection mechanisms and inspection schedules for important facilities, and ensure that inspection and maintenance is carried out by professionals or qualified technicians annually, in order to protect the service users and staff, such as:
  - o Lifts and fire-fighting facilities
  - o Medical equipment, such as: oxygen equipment, sputum suction machine, etc.
  - o Stair machines and position transfer machines, etc.
- Discuss the daily operations with various units, and develop relevant risk management plans
- Conduct regular risk management training courses to establish risk awareness for the organization and their staff, and establish appropriate work arrangements according to risk management
- Regularly review the risk management plans to ensure that they match the organization's latest developments

3. Exhibit professionalism

- Develop comprehensive risk management plans according to the organization's service conditions, in order to minimize the effects on the organization's operations brought on by accidents, and protect the organization's interests
- Fully consider the occupational safety and health factors when developing risk management plans, in order to protect the staff and service users

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to conduct risk assessments and develop various risk management plans according to the conditions of the organization's services; and
- Able to regularly review the risk management plans to ensure that they can match the organization's latest developments.

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

Unit of Competency is applicable across different functional areas

Title	Manage Risks
Code	110939L5
Range	This Unit of Competency is applicable to practitioners who provide risk management in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze dangerous situations according to the organization's risk management plan, determine the priorities of handling the crisis, and execute the relevant measures in order to minimize the impact on the service and losses of the organization when risks occur.
Level	5
Credit	9 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on risk management
	
	• Understand the importance of risk management, such as:
	    o Risk prevention
	    o Avoid losses
	    o Minimize the loss
	    o Risk-shifting, etc.
	• Understand the organization's risk management plan
	• Understand the procedures and techniques for managing risks, such as:
	    o Identify potential risks, such as: operational risks, strategy risks, emergency risks, security risks, staff risks, service user risks, etc.
	    o Assess and analyze the severity of the risk
	    o Decide on the next steps to avoid, reduce and mitigate risks
	    o Methods and procedures for crisis management
	    o Forms of recording reports
	    o Develop methods to monitor risks
	    o Measures to prevent the recurrence of risks, etc.
	• Understand the organization's crisis management guidelines and execution procedures
	
	2. Manage risks
	
	• Identify potential risks, analyze the crisis occurrence and assess the severity of the risk according to the organization's risk management plan
	• Arrange for the staff to execute the corresponding procedures and measures to avoid, reduce and mitigate risks, and handle emergencies caused by risks, according to the organization's risk management plan and emergency handling guidelines, such as:
	    o Response measures in case of communicable disease outbreaks
	    o In the event of heavy rains and typhoons, arrange for the elderly persons to return home safety and notify their family members
	    o In the event of floods, fire, etc., understand the needs and conditions of service users to determine whether they require support, and contact relevant government departments for further assistance
	    o If the elderly is missing, report to the police and assist in providing information according to the organization's guidelines, and contact their family members
	    o Handle violent incidents and follow-up according to the guidelines, etc.

Unit of Competency is applicable across different functional areas

	• After handling the risks and the emergencies caused by them, immediately review the relevant processes, so that the measures are effective, or make improvements to prevent similar incidents from recurring
	 • Appropriately record and store relevant processing procedures and data for future review and follow-up purposes
	 • Perform regular staff training so that they understand and execute the relevant measures
	 • Timely assess the service condition, identify risks and make recommendations to the managerial committee
	 • Ensure the organization's risk prevention measures could minimize the chances of risk occurrences as well as the losses caused by them, such as:
	     o Arrange for professionals or qualified technicians to conduct inspections, regular maintenance and annual inspections for various important facilities
	     o Regularly understand the safety risks near the service unit or the service user's residence, and perform corresponding risk assessments, such as: flooding, dog or wild animal attacks, etc.
	     o Comply with and execute the occupational safety and health codes of practice to prevent injuries on duty
	     o Purchase and renew various types of insurances yearly
	
	 3. Exhibit professionalism
	
	 • Utilize professional judgment and consider the safety and interests of service users, staff and the organization when managing risks

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the crisis, determine the priorities of risk management, and execute the organization's risk management plan; and • Able to suggest improvements to the managerial committee by assessing the service conditions and reviewing the crisis management process.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Develop Communication Channels and Confirmation Mechanisms Between Staff
Code	110940L5
Range	This Unit of Competency is applicable to practitioners who provide communication support in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop communication channels and confirmation mechanisms between staff, according to the organization's policies, so that staff opinions can be attended to and the smooth operation of the organization's services.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on communication channels and confirmation mechanisms between staff
	
	• Understand the communication channels between the staff, and the objectives and principles of confirmation mechanisms
	• Understand the types, content and processes of communication channels between staff
	• Understand the communication channels between staff and the documents and verification methods of the confirmation mechanism
	• Understand the ranks, personnel structure and functions of the organization's service units
	• Understand the staff's areas of attention, such as:
	   ○ Administrative factors, such as:
	      ▪ Procedures for handling complaints
	      ▪ Financial budget, etc.
	   ○ Service factors, such as:
	      ▪ Case services
	      ▪ Carer services
	      ▪ Personal care services, etc.
	   ○ Ministry factors, such as:
	      ▪ Open day
	      ▪ Holding large-scale events, etc.
	   ○ Sudden factors, such as:
	      ▪ Handling typhoon and rainstorm arrangements
	      ▪ Emergencies, etc.
	   ○ Staff affair factors, such as:
	      ▪ Staff meals
	      ▪ Staff training, etc.
	• Understand the service categories of the organization's service units, such as:
	   ○ Elderly community care and support services, such as: District Elderly Community Center, Neighbourhood Elderly Center
	   ○ Elderly residential services, etc.
	
	2. Develop communication channels and confirmation methods between staff
	
	• Analyze the content of the staff's areas of attention, develop communication channels and types of confirmation mechanisms between staff, and specify the execution content, such as:
	   ○ Meeting as a communication channel and confirmation mechanism, such as:
	      ▪ Meeting objectives and background

Unit of Competency is applicable across different functional areas

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- Meeting time and frequency
- Permanent or temporary
- Chairperson and members
- Confirm the relevant content with the meeting minutes, such as:
  - Attendance list
  - Date
  - Time and place
  - Meeting reports, etc.
- Meeting content and agenda, etc.
  o Other communication channels, such as:
  - Email
  - Circulate documents or notices
  - Instant messages, such as: SMS, WhatsApp, etc.

- Develop appropriate levels of communication channels between staff, according to the organization's services and administrative structure, such as:
  o At the level of the organization's management and unit representatives, such as:
  - Administrative meeting of the organization's heads, etc.
  o At the level between service units, such as:
  - Meeting between the service unit supervisors, etc.
  o At the level within the service unit, such as:
  - All staff meetings
  - Service team meetings
  - Staff affair meetings, etc.
- Develop the appropriate records and release deadlines, and use the staff's signature or received electronic records as confirmation credentials
- Ensure the appropriate documentation and storage of the staff's communication confirmation record, for future inspection and follow-up purposes

3. Exhibit professionalism

- Understand the staff's areas of attention, and develop suitable communication channels at appropriate levels
- Effectively execute various communication channels and confirmation mechanisms

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<tr><td>Assessment Criteria</td><td>

The integrated outcome requirements of this Unit of Competency are:

- Able to develop suitable communication channels and confirmation mechanisms between staff, according to the organization's policies, in order to ensure the smooth operation of services; and
- Able to develop channels to reach a consensus with the staff, and establish appropriate records for confirmation and preservation purposes.

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

Unit of Competency is applicable across different functional areas

Title	Develop Staff Training and Development Programs (Gerontechnology)
Code	110941L5
Range	This Unit of Competency is applicable to practitioners who are responsible for planning staff training in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze the organization's programs and resources designated for the development of gerontechnology, determine the staff's development needs in the use of gerontechnology, in order to develop staff training programs, and effectively improve the staff's skills in the application of related equipment.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on staff training and development programs (gerontechnology)
	
	• Understand the organization's programs and resources designated for the development of gerontechnology
	• Understand the training principles of gerontechnology
	• Understand the training requirements for the application of gerontechnology in the elderly community care and support services
	• Understand the training needs of new recruits and existing staff
	• Understand the regulatory requirements of gerontechnology
	• Understand the professional qualifications required to utilize related gerontechnology
	
	2. Develop staff training and development programs (gerontechnology)
	
	• Establish internal training requirements according to the organization's development on gerontechnology
	• Establish the required training standards according to the organization's policies and resources
	• Assess the resource requirements in order to meet the training needs, such as: equipment, training materials and instructors, etc.
	• Assess the training model according to the organization's needs, and select appropriate staff training and development projects, such as: internal workshops and training services provided by organizations and/or professional societies, etc.
	• Analyze the level of current staff abilities in applying gerontechnology, in order to determine the required training programs, instructors, candidates and priorities, etc.
	• Assess the impact of the training programs on the organization's daily operations
	• Develop appropriate staff training and development programs according to the organization's operations and developmental direction (gerontechnology)
	• Develop effective mechanisms to record the provided training to sure appropriate preservation
	• Develop mechanisms to assess and review the effectiveness of training programs, such as:
	    ○ Collect training and assessment feedback
	    ○ Identify areas for improvement
	    ○ Suggest improvements on the effectiveness of gerontechnology training programs, etc.

Unit of Competency is applicable across different functional areas

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<td>3. Exhibit professionalism

- Effectively utilize the organization's resources to develop staff training programs that meets the needs of community care
- Ensure that the training programs effectively improves the staff's abilities on the application of gerontechnology, as well as the quality of their community care and support services
- Able to assess and improve the effectiveness of training</td>
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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

- Able to develop training programs, according to the organization's developmental direction on gerontechnology, and the staff's needs, in order to improve the staff's abilities on applying gerontechnology; and
- Able to regularly review the effectiveness of the developed training programs in order to improve the training program.</td>
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Develop Programs to Introduce Gerontechnology
Code	110942L5
Range	This Unit of Competency is applicable to practitioners who are responsible for applying gerontechnology in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills. Practitioners should be able to develop programs to introduce gerontechnology, according to the organization's developmental direction, service nature, development, staff quality and service user needs, in order to match and achieve the organization's development goals on gerontechnology.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the programs for introducing gerontechnology
	
	• Understand the organization's developmental strategy on gerontechnology
	• Understand the importance of introducing gerontechnology
	• Understand the organization's consideration factors when introducing gerontechnology, such as:
	    o Benefits of using technology
	    o Risk/benefits analysis
	    o Responsibilities of the organization, staff and service users
	    o Training and monitoring mechanisms
	    o Market penetration rate and restrictions of gerontechnology in Hong Kong, etc.
	• Understand the services provided by different units of the organization and their needs of gerontechnology
	• Understand the methods of collecting staff opinions and needs
	• Understand the opinions and suggestions of staff and service users on the use of gerontechnology
	• Understand the methods to improve the staff's motivation and willingness to apply gerontechnology, such as:
	    o Training and promotion strategy
	    o Arrange rentals for testing purposes
	    o Venue inspection
	    o Visit the simulated homes and home exploration centers, etc.
	    o Share the successful experiences of applying gerontechnology, etc.
	
	2. Develop programs to introduce gerontechnology
	
	• Determine the organization's goals and plan the contents for introducing gerontechnology, such as:
	    o Help improve the elderly's quality of life
	    o Improve the quality of nursing and rehabilitation services
	    o Improve the efficiency of elderly services
	    o Improve the occupational safety and health of frontline staff, etc.
	• Design programs to introduce gerontechnology, such as:
	    o Surveys on the opinions of the staff and users
	    o Promotion and publicity strategy of equipment application
	    o Equipment trial and after-use review
	    o Staff and service user training programs

Unit of Competency is applicable across different functional areas

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o Risk assessment
o Personnel arrangements
o Financial budget, etc.

Monitor the program execution to ensure that they meet the organization's development goals
Review and improve the programs for introducing gerontechnology

3. Exhibit professionalism

Ensure to meet the needs of the organization's development and service users when developing gerontechnology introduction programs

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to develop strategies for the introduction of gerontechnology, according to the organization's developmental strategy, the quality of staff and service user needs; and
Able to establish mechanisms to monitor and review the effectiveness of strategy execution, and suggest improvements accordingly.

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

Unit of Competency is applicable across different functional areas

Title	Develop Electronic Health Record Programs
Code	110943L5
Range	This Unit of Competency is applicable to practitioners who provide management of electronic health records in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop electronic record programs to improve the elderly's health management abilities.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on developing electronic health record programs
	
	• Understand the organization's concept, background and goals on electronic health record programs, such as:
	   o Early identification of high-risk elderly persons
	   o Improve the elderly's awareness on health management
	   o The basis for executing targeted elderly activities, etc.
	• Understand the funding and partners of electronic health record programs, such as:
	   o Elderly Housing Association: first line safety bell and electronic health management services, assists in the collection, monitoring and distribution of the elderly's personal electronic health records data
	   o Jockey Club Institute Ageing of the Chinese University of Hong Kong, such as: "Jockey Club Community eHealth Care Project", assists in the collection, analysis and distribution of big data analysis
	• Understand the main target groups of the electronic health record programs, such as:
	   o Elderly persons with high cholesterol, high blood pressure, high blood sugar are prioritized, etc.
	• Understand the number, location and time limit of electronic health record programs
	• Understand the staff quantities, responsibilities and training involved in the electronic health records
	• Understand the facilities and materials of electronic health record programs
	• Understand the privacy and security measures involved in managing electronic health records
	
	2. Develop electronic health record programs
	
	• Develop electronic health record programs based on the organization's services
	• Specify the cooperation details with funding agencies and partners
	• Develop staff training content and occupation guidelines
	• Specify the scope of the health measurement on electronic health record programs, such as:
	   o Blood pressure
	   o Blood glucose levels
	   o BMI level, etc.
	• Develop the promotion strategies for electronic health record programs
	• Develop the operating procedures of electronic health record programs
	• Specify the main services of the electronic health record programs according to different goals, such as:

Unit of Competency is applicable across different functional areas

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- o The procedures for the collection, monitoring and distribution of electronic health record data
- o The time limit for the management of electronic health records, such as:
  - Personal data must be collected, monitored and followed-up immediately
  - Personal data must be analyzed, monitored and released monthly
  - Analyze and release big data annually, as the basis or targeted activities, etc.
- o Improve the awareness on health management, such as:
  - Encourage the daily measurement of blood sugar, blood pressure, etc.
  - Hold monthly meetings with nurses, etc.
- o Early identification of high-risk elderly persons, such as:
  - Provide immediate support to the elderly persons with high cholesterol, high blood pressure and high glucose levels, etc.
- o Help the elderly persons to establish social networks, such as:
  - Make friends with similar needs within the center, etc.
- o Perform elderly community care services at their homes, such as:
  - Educate the elderly persons on the importance of health management, relieve family pressure, and improve the family member's sense of security for attending for the elderly persons, etc.
- o Promote targeted activities, such as:
  - Provide cognitive training activities for elderly persons with mild dementia, according to the obtained data on health measurements, etc.
- Develop the schedule of the electronic health record program
- Develop the job nature and responsibilities of the staff that executes electronic health records, such as:
  - o Welfare workers responsible for monitoring abnormal data
  - o Nurses responsible for following-up the elderly's health
  - o Social workers responsible for executing targeted activities, etc.
- Specify the privacy and security measures for electronic health records
- Develop the financial budget of the electronic health record program

3. Exhibit professionalism

- Able to effectively develop electronic health record plans together with funding agencies and partners
- Able to consider the operation and management conditions to ensure the smooth execution of the planned program

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to develop electronic health record programs according to the organization's service standards, in order to improve the elderly's health management abilities; and
- Able to identify user needs, complete the plan within the budget schedule and resources, and conduct appropriate assessments.

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

Functional Area - Management

Title	Execute Projects According to the Guidelines
Code	110853L2
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand the organization's project management guidelines, and execute projects while strictly complying with the guidelines, in order to improve work efficiency and ensure service quality.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on executing projects according to the guidelines
	
	• Understand the organization's project management guidelines
	• Understand the relationship between project management and project execution, such as:
	    o Manage project time
	    o Manage project expenses
	    o Manage project quality
	    o Manage project communication, etc.
	• Understand the importance of executing projects according to the guidelines, such as:
	    o Increase work efficiency
	    o Improve service quality
	    o Effective cost control
	    o Increase communication among teams/departments, etc.
	• Understand the methods to understand project management guidelines
	
	2. Execute projects according to the guidelines
	
	• Understand the project management guidelines developed by the organization using different methods, such as:
	    o Orientation
	    o Regular training
	    o Organization's documents
	    o Staff supervision, etc.
	• Identify the main points related to the execution of projects, and execution projects according to the project management guidelines, such as:
	    o Purpose
	    o Project time
	    o Content
	    o Target groups
	    o Charges
	    o Estimated expenditure
	    o Cooperate and communicate with other teams
	    o Methods and tools for reviewing project effectiveness, etc.
	• When encountering difficulties during project execution, seek assistance from the senior/supervisor immediately
	
	3. Exhibit professionalism

Functional Area - Management

	• Understand the importance of executing projects according to the guidelines, as well as its impact on the organization
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the organization's project management guidelines, and execute projects according to the guidelines, in order to improve work efficiency and ensure service quality.
Remark	

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

Functional Area - Management

Title	Perform Project Management
Code	110854L4
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to understand the organization's established projects, cooperate with the organization's service development policies, systematically and strategically execute project contents, and assist the organization in achieving the project goals.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on project management
	
	• Understand the methods to identify the organization's application and guidelines on project management
	• Understand the organization's service development policy
	• Understand the methods to inspect the overview of project management and the areas involved, such as:
	  o Time management
	  o Cost management
	  o Quality Control
	  o Human resource management
	  o Risk management, etc.
	• Understand the methods to arrange the workflow of project management, such as:
	  o Establish the project goals
	  o Design the project content
	  o Calculate the project budget
	  o Estimated project risk
	  o Invite relevant departments to cooperate and stakeholders to participate
	  o Staff responsible for the proposed project
	  o Perform assessments on project effectiveness, etc.
	• Understand the main scope of work of different departments of the organization, as well as the skills to maintain good communication and cooperation with each department
	• Understand the different strategic analysis methods, such as:
	  o SWOT (Strengths, Weaknesses, Opportunities, Threats)
	  o USED related to SWOT (make good use of advantages, stop disadvantages, achieve opportunities, resist threats)
	
	2. Perform project management
	
	• Develop project goals according to the organization's established project and service development policies, refer to the SMART GOALS (specific, measurable, achievable, realistic, and time-bound)
	• Utilize different methods to conduct strategic and systematic analysis to assess the feasibility of project goals
	• Plan the content of the project and the scope of the project according to the project goals
	• According to the content of the project, invite the staff from relevant departments to form a team, such as: the financial department, administrative department, human resources department, etc., and also invite stakeholders to participate in the project

Functional Area - Management

	- Establish time limits for the content of the project, such as: activity sequencing, schedule, time control, etc., and establish financial budgets, such as: cost control, resource settings, etc. - Arrange and hire suitable candidates to manage the operation of the entire project - Before executing the project, the project risks must be calculated, such as: identifying risks, controlling risks, formulating risk countermeasures, etc. - Regularly monitor the project progress and perform timely analysis, review and improvements on project execution - Prepare to assess the effectiveness of the project upon project completion, such as: assessment strategy, assessment method, assessment tools, etc. - Summarize the execution of the project, collect relevant information and data, and utilize different analysis methods to identify areas for improvement and corrections - Document and record the entire process of executing the project and appropriately preserve the information for future reference purposes 3. Exhibit professionalism - Fully understand the concept of project management and the skills of project execution - Maintain good communication skills and contact participating departments in a timely manner
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to understand the organization's service development policies, execute the organization's established projects with strategic management methods, and achieve the project's goals.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

Title	Assess the Effectiveness of Project Management
Code	110855L6
Range	This Unit of Competency is applicable to practitioners who are responsible for planning risk management in the elderly care service industry.The application requires the demonstration of systematic expertise and coherent theoretical knowledge in a wide range of specialized technical, professional or managerial working environments, and its execution requires critical analysis, decision-making, integration and expansion skills.Practitioners should be able to understand the overview and workflow of project management, and assess the effectiveness of project management on the organization's projects according to its purpose on the use of project management, identify areas of improvements and develop improvement plans accordingly.
Level	6
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on assessing the effectiveness of project management
	
	• Understand the methods to assess and judge the organization's application and guidelines on project management
	• Understand the methods to integrate project management into the organization's service development policy
	• Understand the methods to integrate the project management overview and the involved scope, such as:
	   o Time management
	   o Cost management
	   o Quality control
	   o Human resource management
	   o Risk management, etc.
	• Understand the methods to assess and judge the workflow of project management, such as:
	   o Establish the project goals
	   o Design the project content
	   o Calculate the project budget
	   o Estimated project risk
	   o Invite relevant departments to cooperate and stakeholders to participate
	   o Staff responsible for the proposed project
	   o Perform assessments on project effectiveness, etc.
	• Understand the benefits of project management and the purpose of the organization's use of project management, such as:
	   o Reasonably arrange and review project progress, effectively use and integrate project resources, which will help reduce project costs
	   o Improve project teamwork
	   o Make good use of analytical skills and regularly monitor the project's progress, to be able to identify problems in the project as early as possible, and deal with them as soon as possible
	• Understand the skills of effectiveness assessments
	
	2. Assess the effectiveness of project management
	
	• Utilize strategic analysis tools to assess the effectiveness of project management, such as: 6W1H

Functional Area - Management

	- WHO will lead the assessment? WHO assists in the assessment? - WHOM will be assessed? - WHAT needs to be assessed? WHAT is the direction and purpose of the assessment? WHAT assessment tool is used? - WHEN will the assessment be conducted? How often is the assessment conducted? - WHERE in project management (categories) are we assessing? - WHY assess certain scopes of project work? - HOW to assess? • Integrate the data related to the effectiveness of project management, according to the organization's purpose of using project management, such as: - Output: Can project management improve the expected output of the project? - Outcomes: Can project management achieve the expected results? Or even achieve results better than expected? - Impact: Does project management have positive impacts on the project itself and the organization? • Obtain key information using different methods to assess the effectiveness of project management, such as: - Establish focus groups: convene all staff of the project management team to review the operation and effectiveness of project management - Analyze data: compare the effectiveness of the organization's previous projects of similar nature to identify differences - Design assessment tools: before, during and after project management, the progress of the project is recorded in the assessment form, and perform comparison and analysis in the later stages of the project - Integrate opinions from partners: conduct opinion surveys for the stakeholders of the collaborative project to collect relevant opinions, such as: project progress, smoothness of process, project quality, project effectiveness, etc. • Integrate all data, reports and survey results, perform analysis, identify areas of improvements in project management, investigate factors affecting effectiveness, and determine the priority of improvement plans • Develop concise and feasible improvement measures 3. Exhibit professionalism • Understand the objectives, processes and comprehensive information of project management, and develop appropriate and corresponding effectiveness review plans
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to understand the organization's purpose on the use of project management, and review the effectiveness of project management on the organization's projects using different methods; and - Able to review effectiveness assessment results using systematic knowledge, identify areas of improvements, and develop improvement plans using critical analysis skills.
Remark	

Specification of Competency Standards
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Functional Area - Management

Title	Develop New Service Development Strategies
Code	110856L6
Range	This Unit of Competency is applicable to practitioners who are responsible for strategy development in the elderly care service industry.The application requires the demonstration of systematic expertise and coherent theoretical knowledge in a wide range of specialized technical, professional or managerial working environments, and its execution requires critical analysis, decision-making, integration and expansion skills.Practitioners should be able to develop strategic plans according to the organization's purpose, mission, goals, policies and social responsibilities, in order to develop new services for the organization and meet the ever-changing needs for services in the society.
Level	6
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on new service development - Understand the organization's current policies on service development and management - Understand the organization's policies on service development, such as: - Service purpose, mission, goals and policies - Social responsibility and role of the organization - The organization's position in community care and support services, etc. - Understand the knowledge required for new service development project strategies, such as: - Benefits of the new service development projects to the society and the organization - Requirements, regulations and restrictions by regulatory agencies and related laws on the new service development projects - The methods for the project recognition, etc. - Understand the resources required to execute the new service development project, such as: - Human resources, such as: deployment, promotion, management and use of newly hired human resources, etc. - Financial resources, such as: salary, materials, logistics, etc. - Time resources, such as: development, testing, follow-up, execution, effectiveness assessments, etc. - Understand the importance of utilizing analytical tools to develop new service projects 2. Develop new service development strategies - Make good use of high-level expertise to accurately define the goals to be achieved by the organization's developed service project - Utilize strategic analysis tools to assess and analyze the current and future conditions of the organization, and the its benefits and limitations to the development of new service projects, such as SWOT analysis: - Strengths - Weaknesses - Opportunities - Threats - Based on the assessment and analysis above; accurately calculate the financial, human and other resources that the organization may utilize to develop new service projects

Functional Area - Management

	- Utilize strategic analysis tools to assess the factors that may affect service development, such as PESTEL analysis: - Political factors - Economic factors - Social factors - Technological factors - Environmental factors - Legal factors - Based on the assessment and analysis above, develop new service project strategies consistent with the organization's policies, service guidelines, operations, execution and management procedures, resource conditions, and can correspond to related influencing factors - Establish consultation and communication mechanism to ensure the correct development direction of the project, such as: - Focus groups or lectures: collect opinions from service users and stakeholders - Seminars or retreat camps: consult staff, management and execution staff, etc. - Develop effectiveness assessment tools and the time limits for assessing new service development projects - Conduct regular internal and external meetings to review the content of the service projects 3. Exhibit professionalism - Ensure strict compliance with relevant laws and regulations during the execution of the new service development project - Effectively collect and analyze strategic information. In order to develop new service development projects
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to develop strategic plans to develop new services for the organization according to the organization's purpose, mission, goals, policies and social responsibilities; and - Able to ensure the service project is executed as expected, and that it can assist the organization to meet the needs of the general public.
Remark	

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

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 elderlies' spiritual needs, so as to assist them to achieve spiritual well-being.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on spiritual health of elderlies
	
	    Be able to
	• Understand the meaning of spiritual health, such as:
	    o Build positive self-image
	    o Derive fulfilment, support and engagement in psychological, thinking, behavioural and lifestyle terms
	    o Possess a positive and proactive philosophy and values
	    o 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
	
	2. Support spiritual health of elderlies
	
	    Be able to
	• Observe changes in elderlies' emotions and behaviours, as well as identify their spiritual needs
	• Understand spiritual health conditions of elderlies, such as:
	    o Satisfaction towards their current lives
	    o Having a sense of direction towards lives
	    o 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:
	    o 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
	    o Encourage elderlies to participate in volunteering work to build a positive attitude, philosophy and values towards life
	    o 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
	    o 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
	
	3. Exhibit professionalism

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

Functional Area - Psychosocial & Spiritual Care

	Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on meaningful activities for elderlies
	
	Be able to
	• 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
	
	2. Encourage elderlies to partake in meaningful activities
	
	Be able to
	• 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,
	    ○ 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

Specification of Competency Standards
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Functional Area - Psychosocial & Spiritual Care

	• 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. 3. Exhibit professionalism Be able to • Actively encourage elderlies to participate in the activities, and respect their right of decision
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	

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

Functional Area - Psychosocial and Spiritual Care

Title	Follow the Guidelines for the Prevention of Elderly Abuse
Code	110810L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand the guidelines for the prevention of elderly abuse established by government authorities and the organization, and strictly follow them to prevent elderly abuse during daily work
Level	2
Credit	3 （For Reference Only）
Competency	Performance Requirements
1. Relevant knowledge on the guidelines for the prevention of elderly abuse

- Understand the appropriate attitudes for executing the guidelines, such as:
  - Adopt neutral and unbiased attitudes, do not criticize or judge
  - Comply with information confidentiality, except for disclosure to the senior/supervisor and related case workers
  - Maintain caring attitudes, etc.
- Understand the basic information related to elderly abuse, such as:
  - Definition of elderly abuse
  - Forms of elderly abuse
  - Physical and behavioral symptoms of elderly abuse
- Understand the guidelines for the prevention of elderly abuse developed by government authorities and the organization, including: purpose, beliefs, principles and staff responsibilities
- Understand the need of immediate reporting of the suspected elderly abuse to the senior/supervisor

2. Follow the guidelines for the prevention of elderly abuse

- Strictly comply with the principles and guidelines of the prevention of elderly abuse, including:
  - All staff are responsible for assisting in the prevention of elderly abuse
  - Sufficient understanding on the basic knowledge of abuse and the content of the guidelines
  - Prioritize the safety of the elderly
  - The safety of the staff is equally important, immediately consult relevant professionals and arrange appropriate support as needed during work
- Follow the guidelines for the prevention of elderly abuse in daily work, including:
  - Regularly review the latest information from government authorities and the organization
  - Listen carefully to the elderly's description of the abuse incident, and immediately report to the senior/supervisor after calming the elderly's emotions
  - Clearly record the elderly's injuries and the process of handling the incident
- If the incident is assessed as a suspected case of elderly abuse, cooperate with the intervention and investigation work of relevant departments according to the organization's guidelines

3. Exhibit professionalism |

Specification of Competency Standards
for the Elderly Care Service Industry
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Functional Area - Psychosocial and Spiritual Care

	• Understand the importance of the guidelines on the prevention of elderly abuse, and strictly comply and execute them
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand and follow the guidelines for the prevention of elderly abuse, and apply them to daily work in order to prevent elderly abuse.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Assist in Social Groups and Activities
Code	110811L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide suitable social groups and activities for the elderly persons to promote their social life, according to the arrangements and guidelines established by the senior/supervisor, and the social needs of the elderly persons.
Level	2
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on social groups and activities
	
	• Understand the organization's plans and practice manual on social groups and activities
	• Understand the importance and purpose of participation in social groups and activities, such as:
	    ○ Participation would bring joy, satisfaction and improves the mental quality of the elderly persons
	    ○ Reach out to the community, learn new things, and improve the connection between the elderly persons and the society
	    ○ Meet new friends and broaden the social circle
	    ○ Establish optimistic views on life, etc.
	• Understand the content and details of the execution of social groups and activities, such as:
	    ○ Group objective, content and process
	    ○ Target groups
	    ○ Execution model
	    ○ Required materials
	    ○ Anticipated difficulties and their solutions
	    ○ Review methods, etc.
	• Understand the elderly's social-related information, such as the social conditions of the elderly persons, etc.
	• Understand the skills needed to execute social groups and activities
	• Understand the requirements and assessment method expectations of the senior/supervisor in providing social groups and activities
	
	2. Assist in leading social groups and activities
	
	• Provide social groups and activities for the elderly persons according to the plans and daily activity schedules developed by the senior/supervisor
	• Recruit suitable participants using different methods to ensure the cost-effectiveness of groups and activities, such as:
	    ○ Member meetings
	    ○ Event notice board
	    ○ Event newsletter
	    ○ Advertisement posters and leaflets
	    ○ Individual invitations, etc.
	• Perform adequate preparations before the groups and activities according to the instructions by the senior/supervisor, such as:
	    ○ Provision of materials

Functional Area - Psychosocial and Spiritual Care

	○ Environment layout
	   ○ Understand the social conditions of the participants
	   ○ Preview the content and procedures of the groups and activities, etc.
	 • Explain the purpose and procedures of the groups and activities to the elderly persons
	 • Utilize appropriate skills when assisting in leading groups and activities to help achieve their goals, such as:
	   ○ Adjust the content and process of the activity according to the requirements by the senior/supervisor, and the immediate response of the elderly persons
	   ○ Utilize tools and different styles of interpretation to enhance the attractiveness of groups and activities and the interactive abilities of the participants, such as: role-playing, drama, etc.
	   ○ Include simple and suitable games for the elderly persons according to the requirements by the senior/supervisor, and give rewards and appreciations when appropriate to enhance the elderly's satisfaction after participation
	   ○ Conduct group activities to strengthen the interaction and solidarity between elderly persons, as well as the excitement of the activity
	   ○ Arrange for volunteers to participate in activities with the elderly persons, to help drive the atmosphere and enhance their sense of involvement and participation
	   ○ Invite district groups or schools to cooperate, visit the elderly persons and organize activities, so that the elderly persons could experience the joys of multi-generation communions
	 • Assess and review the shortcomings of the groups and activities using different methods, such as:
	   ○ Instant reactions of the participants
	   ○ Attendance rate per session
	   ○ Questionnaires
	   ○ Inquire about the participant's opinions, etc.
	 • Record the elderly's condition in the groups and activities, and report to the senior/supervisor for analysis and follow-up purposes
	 • Record and appropriately store the information of groups and activities
	 • Identify areas of improvements and make amendments according to the opinions of the participants and the instructions by the senior/supervisor
	
	3. Exhibit professionalism
	
	 • Perform preparations for the social groups and activities according to the instructions by the senior/supervisor and the elderly's social needs
	 • Understand the knowledge and skills for leading social groups and activities, to ensure they are provided in relaxed and pleasant atmospheres
	 • Suggest improvements according to the opinions of the participants and the instructions by the senior/supervisor

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to perform preparations and assist in leading social groups and activities according to the arrangements, guidelines and requirements of the senior/supervisor and the elderly's social needs; and • Able to assist in reviewing, identifying and suggesting areas of improvement according to the objective of the social groups and activities, opinions of the participants and instructions by the senior/supervisor.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Provide Leisure Activities
Code	110812L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to provide the elderly persons with appropriate leisure activities, improve their motivation and commitment, and promote their physical and mental health, according to the organization's established activity schedules and arrangement guidelines.
Level	2
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on leisure activities • Understand the organization's established activity schedules and arrangement guidelines • Understand the importance of leisure activities and the purpose of participation, such as: o Promote physical and mental health o Enrichment and learn new things o Meet new friends, broaden their social circle, etc. • Understand the types of leisure activities, such as: o Handicraft o Cooking o Musical activities o Electronic games o Board games o Fitness activities o Movies, etc. • Understand the requirements for arranging leisure activities, such as: o Number of participants o Required materials o Duration o Field facilities, etc. • Understand the skills to provide leisure activities 2. Provide leisure activities • Regularly organize different types of leisure activities, and encourage the elderly persons to participate, according to their interests and hobbies, as well as the organization's daily activity schedules • Perform preparations according to the organization's activity arrangement guidelines, such as: o Recruit the appropriate target groups o Assemble adequate participants o Purchase or prepare the required materials o Organize the venue, etc. • Utilize appropriate skills to increase the elderly's rate of participation and sense of involvement, such as: o Organize diversified activities o Join creative and challenging activities

Functional Area - Psychosocial and Spiritual Care

	○ Provide encouragement and appreciation
	     ○ Adjust the activity's level of difficulty according to the elderly's response
	     ○ Timely participation of the staff
	     ○ Create relaxed atmospheres, etc.
	  • Report to the senior/supervisor on the activity's condition and effectiveness, such as:
	     ○ Participant's overall response
	     ○ Opinions of individual participants
	     ○ Attendance rate of each session, etc.
	  • Upon completion of the activity, record and appropriately store the relevant information
	
	3. Exhibit professionalism
	
	  • Understand the skills of providing leisure activities, to ensure that they can be provided in relaxed and pleasant atmospheres
	  • Attend to the elderly's physical fitness and rest needs, in order to maintain their interest and confidence levels
	  • Regularly review the effectiveness of activities with the senior/supervisor, and adjust the model and types of activities as needed

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	
	  • Able to regularly provide appropriate leisure activities for the elderly persons, according to the organization's established activity schedules and arrangement guidelines; and
	  • Able to utilize appropriate skills to increase the elderly's motivation, commitment and participation in leisure activities.

Remark	

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

Unit of Competency is applicable across different functional areas

Title	Identify Suspected Abuse Cases
Code	110921L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to identify the possibility of the elderly persons being abused, according to the elderly's characteristics and conditions of their home environment, and immediately report to the senior/supervisor, so that assessment and interventions could be performed as soon as possible.
Level	2
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on identifying elderly abuse • Understand information related to elderly abuse, such as: ○ Definition of elderly abuse ○ Forms of elderly abuse ○ Risk factors leading to elderly abuse ○ Signs of elderly abuse ○ The rights of the victims ○ Related community resources, etc. • Understand the professional attitudes when identifying suspected abuse cases, such as: ○ Being impartial and adopting an unbiased attitude ○ Respect the elderly's information confidentiality, except for disclosure to the senior/supervisor or related case workers ○ Maintain a caring attitude, etc. • Understand the methods and techniques for identifying elderly abuse within the laws and regulations • Understand the backgrounds of the elderly persons and their relationship with their family members • Understand the importance of identifying suspected abuse cases and immediately reporting to the senior/supervisors 2. Identify suspected abuse cases • Carefully observe the physical, emotional and behavioral signs of the elderly persons during service provision, as well as the conditions of their home environments, to identify signs of abuse, such as: ○ Observe the physical signs of the elderly: bruises or fractures for no reason, long-term bedsores, malnutrition, unkempt, bruises on the chest or reproductive organs, etc. ○ Attend for the emotional manifestations of the elderly: fear of carers, unprovoked long-term mood swings, depressive tendencies, etc. ○ Pay attention to the behavioral signs of the elderly: refusal to receive medical examinations for no reason, attempted suicide, often wandering alone on the streets for long periods, suddenly changing the ownership of the property lease, etc. ○ Home environmental conditions: unkempt and accumulation of garbage, locked refrigerators, lack of warm bedding for cold weathers, etc.

Unit of Competency is applicable across different functional areas

	• Immediately report to the senior/supervisor the signs of suspected elderly abuse and detailed observation results
	• Provide relevant information of the elderly persons to the senior/supervisor to help the case worker assess the immediate needs and risks of the elderly, such as:
	    o The relationship between the elderly persons and their family members or carers
	    o The conditions of the carer, such as: long-term unemployment and staying at home, gambling addiction, alcoholism, rude personality, etc.
	
	3. Exhibit professionalism
	
	• Observe the physical, emotional and behavioral expressions of the elderly persons, as well as their home environment, to identify the possibility of abuse
	• Remain calm and unbiased, do not confront or engage in seditious behaviors with suspected abusers
	• Immediately report the suspected abuse cases to the senior/supervisor

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to identify the possibility of the elderly persons being abused, according to the elderly's physical, emotional and behavioral expressions, as well as the conditions of their home environment; and • Able to immediately report to the senior/supervisor the signs and relevant information of the abuse victim, in order to assist medical professionals in assessing and intervening as soon as possible.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on the elderly social life
	
	    Be able to
	• 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
	    o 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
	    o Implement the plan
	    o 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
	
	2. Formulate social care plan for elderlies
	
	    Be able to
	• Assess elderlies' social life and relevant factors accounting for their social problems; formulate social care plan for the elderlies, consider,
	    o Financial status
	    o Family status
	    o Personality
	    o 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:
	    o Effective communication with elderlies' families
	    o Teach the elderlies the importance of having a social life, for example, to derive joy and satisfaction from participating in social activities
	    o The benefit of participating in social activities, such as enhancing health, knowing something new, and boosting confidence
	    o 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
	    o Build effective communication channels and allow the relevant staff, elderlies and their families to understand the content of care plan

Functional Area - Psychosocial & Spiritual Care

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○ Evaluate and assess the effectiveness of care plan regularly, and make adjustment when needed
○ Document the formulated care plan and store the record appropriately

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge on psychological /spiritual health of elderlies
	
	    Be able to
	• 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
	    o Assess psychological / spiritual health (such as, reviewing counselling records, and using relevant assessment / measurement tools)
	    o Implement the plan
	    o 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
	
	2. Formulate psychological / spiritual care plans for elderlies
	
	    Be able to
	• Assess elderlies' psychological / spiritual conditions and the relevant factors that affect such conditions when formulating psychological / spiritual care plan, for example,
	    o The changes experienced by elderlies throughout the ageing process
	    o Experiences of gain and loss in their later years
	    o Change in appearances, physical conditions, role within the family, and cognitive functions
	    o 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:
	    o Effective communication with elderlies' family
	    o 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
	    o Search for community resources that support elderlies' psychological health , for example, counselling centre, community leisure facilities, and elderly college

Specification of Competency Standards
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Unit of Competency

Functional Area - Psychosocial & Spiritual Care

	○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	

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

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	Performance Requirements
	1. Relevant knowledge on elderlies' emotions and triggers of suicidal ideation
	
	Be able to
	• 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
	    o Treat each elderly as an independent individual; respect and accept their points of view; avoid blaming and criticizing
	    o Act impartially
	    o 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
	
	2. Assess elderlies' emotions and their suicidal ideation
	
	Be able to
	• Assess elderlies following the assessment mechanism stipulated in relevant guideline of the institution, such as:
	    o Choose relevant assessment tools, such as Geriatrics Depression Scale, Suicidal Risk Assessment Form etc.
	    o Review counselling records, especially for those with personal or family history of suicide
	    o Review medical records, especially for those with chronic diseases, depression, or other mental disorders
	    o Refer the cases to relevant community services for assessment, such as Elderly Suicide Prevention Programme, Psychogeriatric Nursing Assessment Service, etc.
	    o 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
	    o Physical aspects: physical fatigue, significant change in appetite, and weight loss or gain
	    o Emotional aspects: loss of interest in daily activities or hobbies, feeling helpless or hopeless
	    o Cognitive aspects: forgetfulness, difficulty concentrating on daily tasks, or overly blaming themselves for trivial mistakes

Functional Area - Psychosocial & Spiritual Care

	○ 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 3. Exhibit professionalism Be able to • comply with the institution's code of suicide prevention when assessing elderlies • be objective and emotionally stable when assessing elderlies
Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	

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

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	Performance Requirements 1. Relevant knowledge on elderly abuse 　Be able to - Understand the institution's guidelines on preventing elderly abuse - Understand professional attitude and code of conduct when assessing suspected cases of abuse, such as: 　o Act impartially 　o 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 　o Definition of elderly abuse 　o Mode of elderly abuse, such as physical abuse, psychological abuse, sexual abuse, neglect, financial abuse and abandonment 　o Risk factors of elderly abuse 　o Signs of elderly abuse - Understand techniques to build a trustful relationship with elderlies and their families 2. Assess suspected cases of abuse 　Be able to - Use different ways to assess elderlies according to guideline of the institution regarding preventing elderly abuse, such as: 　o Use relevant assessment tools, such as elderly depression scale, and suicidal risk assessment 　o Review counselling records to assess family backgrounds of elderlies 　o Review medical records to assess recent health conditions of elderlies and look for signs of abuse 　o Interview with elderlies regularly to assess their psychological, behavioural and personality changes 　o 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: 　o Carers' situation, such as lack of support, overwhelming stress level, poor relationship with elderlies, alcohol or drug abuse, gambling addiction, or psychiatric illness 　o Family status, such as overcrowded living environment, habitual use of violence to solve problems 　o Financial status, such as poverty, unstable family income, or negative equity

Functional Area - Psychosocial & Spiritual Care

	○ 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: ○ 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 3. Exhibit professionalism Be able to • Follow guidelines of the institution regarding the prevention of elderly abuse when performing assessment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
for the Elderly Care Service Industry
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	Performance Requirements
	1. Relevant knowledge on staff training
	
	    Be able to
	• Understand staff training policy and direction of the institution/department
	• Understand the objectives and importance of providing staff training plans, for example,
	    o To improve the professional performance of staff in providing psychosocial and spiritual care
	    o To enhance elderlies' psychosocial and spiritual health
	    o To enhance the relationships between staff and elderlies / their families
	    o 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
	
	2. Provide staff training plan
	
	    Be able to
	• 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
	    o 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
	    o Choose the appropriate training mode, for example, classroom lectures, workshops, and field work
	    o 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,
	    o Staff attendance
	    o Performance of trainers
	    o Actual venue arrangement
	    o Staff performance
	• Document the executed training programmes, including
	    o Collect written or verbal feedbacks from staff and trainers

Unit of Competency is applicable across different functional areas

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  o Document the details and expense of activities etc.
  o File the record properly

3. Exhibit professionalism

  Be able to
- Ensure that the training content meets the practical needs; ensure training is useful in enhancing overall service quality

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The integrated outcome requirements of this Unit of Competency are:

- 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.

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

Functional Area - Psychosocial and Spiritual Care

Title	Coordinate Volunteer Work
Code	110813L4
Range	This Unit of Competency is applicable to practitioners who provide volunteer services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to match suitable volunteers to provide their services to the elderly persons, and maintain good relationships with them, according to the organization's policies and procedures on voluntary work, service development and community needs, as well as the volunteer's skills, expertise and interests.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on volunteer work
	
	• Understand the organization's plans and practice manual on volunteer work
	• Understand the organization's development policy on voluntary work, and the demand for volunteers
	• Understand the needs of the client for voluntary work
	• Understand the skills of matching volunteers to provide their services to the elderly persons
	• Understand the skills of building and maintaining good relationships with volunteers
	• Understand the methods and importance of recording the information on volunteer matching and service hours
	• Understand the methods of assessing the effectiveness of volunteer matching, and their importance of coordinating volunteer work
	
	2. Coordinate volunteer work
	
	• Develop the elderly's qualifications for receiving volunteer services, according to the organization's policies and guidelines on voluntary work, such as:
	    o Living alone
	    o Living together with another elderly
	    o Lack of support network
	    o Decreased or loss of mobility
	    o Different chronic diseases
	    o Different emotional conditions, etc.
	• Learn about the characteristics of the volunteers through their application forms, telephone enquiries, interviews, staff observations, etc., and enter the relevant information into the system to help future matches, such as:
	    o Service category interests
	    o Strengths and limitations
	    o Days and hours of availability
	    o Activities interested to participate in, etc.
	• Coordinate the volunteer matching and provide volunteer work for the clients, according to the needs of the organization, community and elderly persons, such as:
	    o The organization's service scope, such as: assisting in the care of the elderly persons during activities, becoming a staff, and acting as an event planner, etc.
	    o The community's needs, such as: home cleaning, organized together with housing estates

Functional Area - Psychosocial and Spiritual Care

	○ The elderly's needs, such as: consultation escorts, home repairs, short-term home care, food delivery, shopping, etc. ○ Attendance rate of each session, etc. - Clearly explain the elderly's information and conditions to the matched volunteers, depending on the type of elderly receiving their services, such as: name, gender, medical history, mobility, and the scope of assistance required, etc. - Clearly explain the volunteer's information to the matched elderly, such as; name, gender, visiting time, etc. - Remind the elderly persons and volunteers that no money is involved in voluntary work, except in designated circumstances, which is handled by the service unit/center, such as: ○ The elderly persons need to pay for the transportation expenses during escort services ○ The elderly persons need to purchase the repair parts, or ask the volunteers to purchase on behalf of them, and pay them back afterwards ○ The organization provides volunteer allowances, such as: fixed or reimbursable transportation allowances, meal allowances, etc. - Record the volunteer's number of the service hours every time upon completion of the voluntary service, for the calculation purposes of the Social Welfare Department and the organization's future Award Presentation Ceremony - Perform various assessments to review the effectiveness of volunteer matching, and to identify areas of improvements, such as: ○ Learn about the volunteer's experiences, feelings and difficulties of this service ○ Learn about the elderly's satisfaction on the volunteer's service, commendable areas, and areas that require improvement ○ Learn about the volunteer's performance and attitudes from the staff responsible for the activity - Regularly organize volunteer training and gathering sessions, in order to create opportunities for continuous learning and networking, in order to help consolidate their required knowledge and skills, and strengthen the relationships with other volunteers - If personal data is involved while coordinating volunteers, explain to the elderly and volunteer that they must comply with the "Personal Data (Privacy) Ordinance" and sign the relevant consent form 3. Exhibit professionalism - Fully understand the volunteer's abilities and the elderly's service needs and conditions, in order to avoid mismatches and affecting the self-efficacy of the volunteers - Maintain good relationships with the volunteers, coordinate the voluntary work to provide services for the elderly persons
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to match suitable volunteers to provide their services for the elderly persons, according to the organization's policies and procedures on voluntary work, service development and community needs, in order to help the elderly persons deal with difficulties and improve the self-efficacy of volunteers; and - Able to utilize professional skills to maintain good relationships with volunteers, to help coordinating their work.
Remark	

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

Functional Area - Psychosocial and Spiritual Care

Title	Perform Volunteer Training
Code	110814L4
Range	This Unit of Competency is applicable to practitioners who provide volunteer services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to design and coordinate with different professional staff to provide diversified volunteer training, according to the organization's procedures, guidelines, and service development, as well as the needs of the community, in order to display the volunteer's potentials, to care for and serve the community.
Level	4
Credit	4 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on volunteer training • Understand the organization's plans and guidelines on volunteer training • Understand the purpose of volunteer training, such as: o Understand the meaning of voluntary work o Understand the appropriate attitudes for volunteers o Understand the policy objectives and the content of the plans of the organization/individual volunteer groups o Acquire relevant knowledge and skills, etc. • Understand the resources that the organization provides, such as: o Financial budget o Time o Venue o Staffing arrangements o Preparation of necessary materials and supplies, etc. • Understand the process of performing volunteer training • Understand the methods and skills required to assess volunteer training • Understand the importance of volunteer training for staff with different professional backgrounds • Understand the skills of writing volunteer training programs and review reports • Understand the methods and techniques for reviewing the progress and effectiveness of volunteer training 2. Perform volunteer training • Conduct analysis based on the organization's service development, and the needs of the community, in order to define the goals of volunteer training, such as: o Volunteer demands for the organization to develop new services o Changes in the demographic structure of the community, such as: the increase in the population of elderly persons living alone or living with another elderly o The elderly's special service needs, such as: stroke, cognitive impairment, etc. • Develop and define the content and details of the volunteer training, according to the planned training objectives, such as: o The concept of voluntary work, such as: understanding the organization's expectations for voluntary work, the characteristics and needs of the service target group, and the needs and resources of the community, etc. o Voluntary work skills, such as: communication skills with the elderly persons, self-knowledge, etc.

Specification of Competency Standards
for the Elderly Care Service Industry
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Functional Area - Psychosocial and Spiritual Care

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  Skills training, such as: skills for visits, first aid training, skills for leading activities, etc.
  Management skills, such as: service planning skills, resource management, leadership training, etc.

Invite and coordinate staff from different professions or regions to assist in providing training, according to the content of volunteer training, such as:

  Physiotherapists and occupational therapists to provide skills training, such as: support skills, skills for home safety assessment, etc.
  Nurses to provide skills training, such as: assessment of the elderly's medication management abilities, first aid training, etc.
  Medical social workers to provide community resources and referral channels, etc.

Arrange the volunteers to experience training, and appoint them to provide their elderly services accompanied and guided by the staff
Conduct assessments using various methods, in order to review the deficiencies and effectiveness of volunteer training, such as:

  Arrange debriefing to review the experience and effectiveness of training and service experience with the volunteers
  Collect opinions from the recipients of volunteer services through different methods, including: their level of satisfaction, areas where the volunteers are commendable, and required areas of improvement, etc.

Write review reports to identify areas of improvement and make adjustments for future reference

3. Exhibit professionalism

Fully understand the training needs to ensure that the content of volunteer training meets the needs of the region and volunteers
Accurately analyze the abilities and limitations of individual volunteers, and provide individual training and guidance as needed

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to develop appropriate volunteer training according to the organization's procedures, guidelines, and service development, as well as the needs of the community; and
Able to coordinate co-workers of different professions according to training needs, and provide diversified volunteer training, in order to display the volunteer's potentials, to care for and serve the community.

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

Unit of Competency is applicable across different functional areas

Title	Promote the Elderly's Participation in Social Development
Code	110922L4
Range	This Unit of Competency is applicable to practitioners who promote the elderly's participation in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to promote the elderly's participation in social development, according to the organization's policies, guidelines and procedures, as well as the elderly's sense of attention to social events and motivation, in order to improve their awareness of empowerment and achieve the spirit of "In Helping Others, You Help Yourself".
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's participation and social development
	
	- Understand the organization's developmental policy and related legal knowledge to promote the elderly's participation
	- Understand the definition, purpose and content of the elderly's participation, such as:
	  - Understand and pay attention to the elderly's rights, such as: basic human rights, employment rights, the right to vote and be elected, etc.
	  - Understand the ladder of citizen participation in social development
	  - Understand the concept and principles of the World Health Organization's "Elderly Friendly Community"
	- Understand the relationship between the elderly's participation and their social development
	- Understand the importance of forming an elderly representative organization
	- Understand the process and techniques of promoting the elderly's participation
	
	2. Promote the elderly's participation in social development
	
	- Develop plans to promote the level and content of the elderly's participation in social development, according to the organization's developmental policies and the elderly's social events, such as: addition of community facilities, policies to promote the elderly rights, etc.
	- Recruit elderly persons to participate in social development based on entry points at different levels, such as:
	  - Personal rights
	  - Community rights
	  - Policy initiatives
	- Form a representative organization for the rights and interests of the elderly persons, according to the organization's familiarity on the development of the elderly's participation, in order to facilitate the coordination of the elderly persons, recording of information and demonstrate the organization's abilities, such as:
	  - Exchange information, share and collect opinions
	  - Discuss and resolve important issues
	  - Report and explain the work progress
	  - Improve the relationship with other elderly persons, and promote the spirit of cooperation
	  - Learn to solve problems and increase awareness of participation
	  - Contact and cooperate with other elderly representative organizations in the community

Unit of Competency is applicable across different functional areas

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- Allow the elderly persons to speak for themselves, and gain public support through different channels, such as:
    - Community education, such as: street stations, publications, visits
    - Social activities, such as: One Person One Belief Movement, co-signatures, petitions and demonstrations, etc.
    - Media strategies, such as: newspaper advertisements, radio, television, online promotion, etc.
    - Other channels such as: survey and research, etc.
- Utilize empowerment skills to promote the elderly's participation in social development and improve their confidence to strive for their rights, such as:
    - Lead the elderly persons to understand the personal and overall interests of participating in social development
    - Let the elderly persons understand their uniqueness and the importance of their participation in the event
    - Guide the elderly persons to learn critical thinking and analyze the pros and cons of things
    - Encourage the elderly persons to cooperate with other elderly representative organizations to plan their work together
    - Seek assistance when necessary, legal advice from the organization or related groups
    - Encourage the elderly persons to use information technology to promote the flow of information
    - Repeatedly review actions and their effectiveness together with the elderly persons, etc.

3. Exhibit professionalism

- Ensure that the elderly persons are provided with adequate confidence and affirmation, so that they actively participate in social development
- Fully understand the importance of empowerment and encourage the elderly persons to actively participate

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to promote the elderly's participation in social development according to the organization's policies, guidelines and procedures, as well as the elderly's concerns and motivation for participation in social events; and
- Able to utilize empowerment skills and organize the formation of an elderly representative organization, in order to improve the elderly's self-confidence and awareness of active participation, and to achieve the spirit of "In Helping Others, You Help Yourself".

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Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on preventing suicides among elderlies
	
	    Be able to
	• 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
	    o Strike a balance between the protection of elderlies' privacy and the need to communicate important issues with relevant staff
	    o Respect and accept elderlies' core values and opinions; avoid blaming and criticizing
	    o Recognize elderlies' value of existence
	    o 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
	    o Causes of suicides among elderlies
	    o Methods of assessing suicidal risk
	    o Assess triggers of suicidal plans among elderlies
	    o Skills to lead elderlies in disclosing their suicidal plans
	    o Relevant community resources
	    o Notes on referring the cases to relevant professional institutions
	
	2. Establish guidelines on preventing suicides among elderlies
	
	    Be able to
	• 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
	    o Immediate reporting procedures when healthcare professionals or nursing staff observe any abnormal behaviour
	    o 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
	    o Healthcare professionals should carefully manage and distribute medication to elderlies; ensure they receive proper medical treatment

Functional Area - Psychosocial & Spiritual Care

	• 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
	    ○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirement of this Unit of Competency is: • Ability to establish a proper mechanism to prevent suicides among elderlies; review performance and effectiveness of the guidelines, and give advices for improvement.
Remark	

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

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	Performance Requirements
	1. Relevant information on prevention of elderly abuse
	
	    Be able to
	• 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
	    o Strike a balance between protection of elderlies' privacy and the need to communicate important issues with relevant staff
	    o 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
	    o Definition of elderly abuse
	    o Mode of elderly abuse, such as physical abuse, psychological abuse, sexual abuse, neglect, financial abuse and abandonment
	    o Risk factors of elderly abuse
	    o Signs of elderly abuse
	    o Rights of the victims
	    o Relevant community resources
	    o Relevant laws on elderly abuse
	
	2. Formulate guidelines for preventing elderly abuse
	
	    Be able to
	• 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:
	    o 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
	    o 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
	    o 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
	    o Procedures to differentiate risk factors of elderly abuse
	    o Ways to assess if there is elderly abuse
	    o Mechanism to report suspected cases of elderly abuse

Functional Area - Psychosocial & Spiritual Care

	• Establish guidelines on educational work that informs elderlies and their carers of different ways to prevent elderly abuse, such as
	  ○ 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.
	
	3. Exhibit professionalism
	
	  Be able to
	• Review the guidelines on prevention of elderly abuse according to changes of the society and elderlies' needs; improve the guidelines when necessary

Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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	

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

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	Performance Requirements
	1. Relevant information on staff training
	
	    Be able to
	• Understand relevant theories on human resource management
	• Understand resources available in the institution / department, including
	    o Money
	    o Time
	    o Venue
	    o 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:
	    o Assessment of staff's performance
	    o Feedback from staff
	    o Feedback from elderlies and their families
	
	2. Formulate staff training programme
	
	    Be able to
	• 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
	
	3. Exhibit professionalism

Unit of Competency is applicable across different functional areas

	Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Unit of Competency is applicable across different functional areas

Title	Provide Psychological Support for the Staff
Code	110923L5
Range	This Unit of Competency is applicable to practitioners who provide spiritual support services for the carers in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to arrange appropriate psychological support services according to the staff's psychological distress, in order to assist in solving their difficulties and improve their resilience.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on psychological support for the staff
	
	• Understand the organization's goals on the psychological support for the staff, such as:
	   o Assess, diagnose and treat the staff suffering from emotional or psychological distress
	   o Promote a caring culture within the organization
	   o Improve the staff's ability and personal growth, etc.
	• Understand the staff's psychological distress and the reasons behind it, such as:
	   o Psychological distress due to personal issues
	   o Emotional distress due to the burdens from daily work
	   o Distress caused by emergency situations, such as:
	     ▪ Workplace violence (such as: verbal violence, being assaulted, etc.)
	     ▪ Experiencing a colleague's sudden death or serious injury
	     ▪ Complains by service users or their family members
	     ▪ The death of service users, etc.
	• Understand the various tools for assessing the staff's psychological status
	• Understand the responsibilities of the team and work committee to assist in providing psychological support for the staff
	• Understand the various methods and services to assist in providing the staff with psychological support
	• Understand the knowledge and skills of psychological support and counseling
	• Understand the process of providing the staff with psychological support
	• Understand the importance of personal privacy
	
	2. Provide psychological support for the staff
	
	• Form a work committee to coordinate, plan and review various psychological support services for the staff
	• Develop a process for providing the staff with psychological support according to the organization's policies, such as:
	   o Selected by the staff themselves or referred to appropriate support services after evaluation
	   o Assess the staff's emotions and psychological state
	   o Assist the staff to understand their psychological condition
	   o Assist the staff to analyze the problem and its cause
	   o Assist the staff to discover feasible solutions or divert the problem
	   o Assist the staff to execute the plan, and make timely effectiveness assessments and adjustments accordingly, etc.

Unit of Competency is applicable across different functional areas

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- Design and provide different service models to meet the psychological needs of different staff, such as:
  - o Staff psychological services, such as:
    - Clinical psychology services: psychological diagnosis and personal counseling through psychological assessments and professional interviews
    - Establish a self-study psychological resource website: explore different mental health topics
    - Establish professional consultation services to respond to the psychological needs of staff, etc.
  - o Emergency psychological services, such as:
    - Establish a "Staff Emergency Psychological Service Team", in order to prevent and manage the psychological distress of staff in emergencies
    - Establish a "Staff Psychological and Emergency Support Team" around volunteers, in order to improve staff resilience and promote a culture of caring for others
  - o Psychological training and development services to enhance staff resilience, such as:
    - Plan resilience and stress management courses
    - Plan emergency psychological service training courses, etc.
  - o Psychological growth services to help the staff build positive attitudes and improve resilience, such as:
    - Caring for the sick staff and relatives
    - Services based on positive psychology or spiritual training, etc.

3. Exhibit professionalism

- Design different effective services to meet the needs of the staff's psychological, social and spiritual well-being
- Establish a relationship of mutual trust with the staff
- Comply with the "Personal Data (Privacy) Ordinance" when providing services

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to accurately assess and analyze the staff's psychological distress and needs, assist in solving their difficulties through different psychological support services, and improve their awareness and resilience.

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

Functional Area - Management

Title	Execute the Guidelines on Professional Ethics
Code	110846L2
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand the organization's guidelines on professional ethics and strictly comply and execute them in the daily working environment, in order to improve the organization's service quality.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the guidelines on professional ethics
	
	• Understand the organization's guidelines on professional ethics
	• Understand the meaning of professional ethics, such as:
	    o Respect the clients
	    o Treat equally
	    o Privacy and confidentiality
	    o Support and advocacy, etc.
	• Understand the importance of executing the guidelines on professional ethics, such as:
	    o Maintain good working relationships with the clients
	    o Improve service quality, etc.
	• Understand how professional ethics relate to relevant laws, such as:
	    o "Personal Data (Privacy) Ordinance"
	    o "Disability Discrimination Ordinance"
	    o "Race Discrimination Ordinance"
	    o "Family Status Discrimination Ordinance", etc.
	• Understand the methods to understand the guidelines on professional ethics
	
	2. Execute the guidelines on professional ethics
	
	• Learn about the organization's guidelines on professional ethics using different methods, such as:
	    o Orientation
	    o Regular training
	    o Retreat activities
	    o Organization's documents, etc.
	• Strictly comply with the guidelines on professional ethics, and apply them to daily work, such as:
	    o Confirm that personal behavior complies with the guidelines on professional ethics
	    o Able to be equal, fair and active, cooperate with the overall service operations, and assist the organization's service development
	    o Under any circumstances, do not commit actions that may harm the interests of the organization, etc.
	• Comply with relevant regulations
	• Immediately seek assistance from the senior/supervisor when unsure about professional ethics while providing service

Functional Area - Management

	3. Exhibit professionalism • Understand the importance of the guidelines on professional ethics, and strictly abide and execute them in the daily working environment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand and execute the organization's guidelines on professional ethics, in order to improve the organization's service quality.
Remark	

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

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	Performance Requirements 1. Relevant knowledge on implementing service quality standards (SQSs) Be able to • Understand the SQSs of the institution/unit, including: o items included o criteria / performance markers to judge service quality o procedures and guidelines of service operation o standard templates and forms • Understand the importance and reasons for the institution to implement the SQSs 2. Implement service quality standards (SQSs) Be able to • Perform day-to-day tasks according to the SQSs of the institution/unit, including: o Ensure working procedures follow standards and guidelines o Help implement relevant procedures, such as inspection of service equipment regularly and inspection of environmental safety o Use relevant standard forms and templates for records and reporting, such as activity record forms, service application forms, feedback forms o Document required information properly, such as assessment records of service users, activity records, staff records o Collect and integrate the required data properly, such as numbers of participants in activities, numbers of members newly registered, and financial figures o Help produce relevant signs and documents, such as organization chart and instructions fir 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 3. Exhibit professionalism Be able to • understand the institution's service quality standards and strictly follow relevant procedures and guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Ability to perform daily tasks according to the policies, procedures and records as stipulated by service quality standards of the institution/unit; and

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

Functional Area - Management

	• Ability to assist implementation of service quality standards of organization and assist monitoring of conditions.
Remark	

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

Functional Area - Management

Title	Provide Quality Customer Service
Code	110847L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to provide high-quality customer service in daily work, according to the organization's management policies, in order to meet the customer's needs.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on quality customer service
	
	• Understand the organization's management policies on customer service
	• Understand the organization's services, including: mission, purpose, philosophy and goals
	• Understand the organization's service content and procedures
	• Understand the organization's audit scope on customer service, such as:
	   o Service target group: the elderly persons, carers, family members, staff, etc.
	   o Service provision: procedures, effectiveness, suitability, etc.
	   o Service unit environment: safety, hygiene, comfort, privacy protection, etc.
	• Understand the methods to specify the needs of the organization's customers, such as:
	   o Provided service/activity types, suitability, quality, charges, etc.
	   o Level of service/activity provided by staff
	   o Needs of the service unit's environment, etc.
	• Understand the organization's operation strategy
	• Understand the methods to utilize the skills needed to provide quality customer service, such as:
	   o Discipline and codes of practice
	   o Good communication skills
	   o Good personal image
	   o Good attitudes
	   o Understand the psychology of customers, etc.
	
	2. Provide quality customer service
	
	• Provide high customer service in daily work according to the organization's management policies
	• Provide service/activities, such as:
	   o Diverse and innovative services/activities for customers to select their own projects
	   o Provide appropriate and timely services/activities, such as: provide projects that cater to the changes in the society; decorating the environment based on festivals and providing related activities, etc.
	   o Provide assistance when necessary to ensure clear activity registration, service application, payment instructions and procedures
	   o Reasonable charges, protect the customer's interests, and with their consent, provide corresponding assistance according to their economic conditions, (such as: sponsored activities), etc.
	• Environmental aspects of the service unit, such as:

Functional Area - Management

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Provide safe, hygienic and comfortable environments according to the organization's guidelines on service quality standards, so that the customers can enjoy the services
Provide privacy protection according to the organization's guidelines on service quality standards, such as: use a private space for interviews, etc.

The staff's service/activity quality, such as:

Utilize good communication skills with the customers
Maintain good attitudes
Patiently listen to the customer's opinions or queries, and provide appropriate and immediate responses
Actively provide assistance, etc.

Maintain clean and tidy personal appearances, in order to create good personal images
Actively contact customers, collect their opinions on the services, and reflect them to the senior
When encountering uncooperative or conflicting customers; remain patient, restrain personal emotions, and report the situation to the senior as needed

3. Exhibit professionalism

Respect personal privacy and manage the customer's personal data carefully
Prioritize customers, establish and maintain high-quality customer services with sincere attitudes and good interpersonal communication skills
Strictly comply with the organization's management policies on customer service

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to provide high-quality customer services in daily work, according to the organization's management policies; and
Able to prioritize customers, respond to their requests, collect their opinions on the services, and reflect them to the seniors.

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

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	Performance Requirements
	1. Relevant knowledge on handling complaints from service users
	
	    Be able to
	• Understand the services provided by the institution, including
	    o Mission, objectives, core values and aims
	    o Service nature
	    o 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,
	    o Good communication skills
	    o Understand the mind-set of staff
	    o Empathy
	    o Patience
	    o Avoid complaints being blown out of proportion and causing irreversible damage
	• Understand the objectives of the institution's guidelines on handling complaints, including
	    o Avoid negative impact on the institution
	    o Evaluate the service quality and improve management measures
	    o Provide quality services
	    o Observe the rights of service users
	
	2. Handle complaints from service users
	
	    Be able to
	• 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,
	    o Appoint appropriate staff to follow up with the case
	    o Explain the follow-up progress to the complainants

Functional Area - Management

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- o Give appropriate responses to complainants within the timeframe according to the institution's procedures and guidelines, such as written responses and apologies
- o 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

3. Exhibit professionalism

be able to
- 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

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- 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.

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

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	Performance Requirements
	1. Establish Relevant knowledge on Service Quality Standards (SQSs)
	
	    Be able to
	• 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
	    o Background and objectives
	    o Standard items
	    o Operational handbook
	    o Details of each standard
	    o Templates and forms
	• Understand the assessment methods and procedures on service quality standards by the Social Welfare Department
	
	2. Formulate the policy on Service Quality Standards (SQSs)
	
	    Be able to
	• 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,
	    o Formulate the operational procedures and guidelines for each standard
	    o Create template of forms, such as, activity record, service application form, and feedback collection form
	    o Make a list of information that must be recorded, for example, Service user assessment records, activity report forms, and staff records.
	    o Make a list of information that must be collected, for example, number of participants in activities, number of new members, and financial data
	    o Formulate procedures to announce information and send messages; define the target audience
	    o Establish the dates for evaluations and reviews
	• Formulate the policies / directions regarding implementing service quality standards, for example,
	    o Formulate staff training and orientation for new employees, ensuring that all staff members understand and adhere to the relevant standards and guidelines

Functional Area - Management

	○ 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on monitoring service quality standards (SQSs)
	
	    Be able to
	• 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
	    o service items
	    o Operation handbook
	    o Details of each standards
	    o Templates and forms
	• Understand the assessment methods and procedures on SQSs as stipulated by the Social Welfare Department, including
	    o Assessment benchmarks
	    o Assessment procedures
	    o Timetable for assessment
	    o Documents to be reviewed
	
	2. Monitor the operation of service quality standards (SQSs)
	
	    Be able to
	• Formulate the corresponding performance indicators according to the assessment methods and procedures of the Social Welfare Department on SQSs, for example,
	    o Service performance standards
	    o Complete information, data and reports
	    o Proper procedures and guidelines
	    o Complete and proper documentation
	• Formulate the relevant monitoring procedures, according to the performance indicators formulated for the institution's SQSs, for example,
	    o Prepare the documents to be reviewed
	    o Interviews or meetings with relevant staff
	    o Arrange interviews with service users
	    o 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

Functional Area - Management

	• 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. 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on formulating guidelines to handle complaints from service users
	
	    Be able to
	• Understand the service and system of the institution, including
	    o Mission, objectives, core values and aims
	    o Service nature
	    o 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
	    o Prevent negative impacts on the institution
	    o Evaluate the service quality and improve management
	    o Provide outstanding services
	    o Respect service users' rights to make complaints
	    o Avoid recurrence of similar incidents
	
	2. Formulate guidelines to handle complaints from service users
	
	    Be able to
	• 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,
	    o Stipulate the deadline of responding to a complaint
	    o stipulate how staff should report to supervisor and follow up with complaints
	    o stipulate how to respond to a complaint
	    o Appoint staff to be responsible for handling complaints
	    o 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,
	    o Fill in feedback forms
	    o Written complaints
	    o Interviews with staff
	    o 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

Functional Area - Management

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on client management policies
	
	    Be able to
	• Understand the service of institution, including
	    o Mission, objectives, core values and aims
	    o Service nature
	    o 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,
	    o Comprehensive, all-round client services
	    o Concept of service market
	    o Types and classifications of target clients
	    o Good communication skills
	    o Service demand and supply strategies
	    o 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
	
	2. Formulate client management policies
	
	    Be able to
	• 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,
	    o Questionnaires
	    o focused groups
	    o 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

Functional Area - Management

	• Establish performance indicators for client service, in order to monitor and evaluate the effectiveness of client management policies 3. Exhibit professionalism Be able to • Always put clients' interest in the first place; respect personal privacy • Uphold fairness and objectivity when formulating client management policies
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Ability to integrate relevant information on client management and formulate client management policies that are effective and suitable for the services of the institution; and • Ability to ensure that the policies formulated are suitable to the service workflow and the needs of the institution's clients.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on acquiring external communication skills
	
	    Be able to
	• Understand the importance of external communication to building relationships
	• Understand the strategies of external communication
	• Understand various communication media, including
	    o Verbal communications, for example, interviews, meetings, telephone conversations.
	    o Non-verbal communications, for example, body movements, facial expressions, eye contact
	    o Written communications, for example, letters and documents, reports
	• Understand the skills of good communications, for example,
	    o Listen with patience
	    o Empathy
	    o Volume and tone
	    o Manner
	    o Words with positive connotations
	    o Show sincerity
	    o Respect others
	• Understand the means of external communication, for example,
	    o Official occasions, for example, meetings, seminars, invitation letters, academic exchanges, interviews with media
	    o Unofficial channels, for example, tea gatherings, meal gatherings, causal chit-chat
	
	2. Acquire external communication skills
	
	    Be able to
	• 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,
	    o Hold regular meetings with external institutions
	    o Arrange tea gatherings and luncheons for preliminary understanding and discussions
	    o Send out invitation letters

Functional Area - Management

	• Select the appropriate staff to be responsible and to take care of external communications on behalf of the institution, for example,
	   o Appoint a staff member as the main contact person
	   o Organize working teams to facilitate interactions
	• Keep in touch with other parties, and follow up with relevant discussions regarding cooperation issues
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Management

Title	Manage Service Quality
Code	110848L5
Range	This Unit of Competency is applicable to practitioners who are responsible for managing the organization's services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to monitor the organization's service quality according to the organization's quality management policies, ensure that the services provided are based on relevant standards and procedures, and meet the standardized levels, in order to ensure that the organization provides quality services.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on management of service quality
	
	• Understand the concepts and principles of service quality management, such as:
	   o Quality Assurance
	   o Continuous Quality Improvement
	   o Total Quality Management, etc.
	• Understand the methods to determine the principles and importance of quality management, such as:
	   o Prioritize customers
	   o Continuous improvement
	   o Full participation, etc.
	• Understand the methods to integrate the organization's services, including: mission, purpose, philosophy and goals
	• Understand the methods to plan the organization's service content and processes
	• Understand the methods to integrate the organization's service users, such as: the elderly persons, carers, family members, staff, etc.
	• Understand the methods to check the service user's needs
	• Understand the methods to integrate the organization's operation strategies
	• Understand the methods to determine the organization's quality management policies
	• Understand the methods to operate the organization's various standards on service quality
	• Understand the methods to integrate the concepts and techniques of high-quality customer services
	
	2. Manage service quality
	
	• Manage the organization's daily operations according to the organization's quality management policies, and ensure that the services provided are based on procedures and guidelines of service standards, such as:
	   o Daily operations; ensure that the elderly persons apply for services according to the correct procedures, etc.
	   o Nursing services; ensure the execution of infection control measures to prevent infectious disease outbreaks, etc.
	   o Human resources; ensure regular staff training and assessment of staff performance, in order to ensure they meet the standards, etc.
	   o Data management; ensure the appropriate management of the elderly's medical records, and protect the elderly's privacy, etc.

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

Functional Area - Management

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- o Environmental safety; ensure regular inspections for the facilities used by the elderly persons, in order to ensure their safety, etc.
- Monitor the organization's services to ensure that the service quality meet the standards, such as:
  - o Regularly collect and integrate relevant data, such as: the quantity of elderly persons using the services/participating in activities, quantity of elderly memberships, etc.
  - o Regularly conduct staff assessments and training, to ensure their work efficiency and that their performance meet the standards
  - o Inspect the service performance records submitted by each unit, to ensure the smooth operation of the unit and that they meet the standards
  - o Conduct internal audits, review the service quality of each unit, etc.
- Ensure the quality of provided services, such as:
  - o Inspect the service user's satisfaction levels with the service, to ensure that the service meets their needs
  - o Refer to the service user's opinions to perform improvements to the service quality, etc.
- Promote staff participation and ensure that they possess the sufficient abilities to provide quality services, such as:
  - o Recruit staff that meet the organization's service quality standards
  - o When planning staff training and orientation; ensure that they understand and execute the relevant procedures and guidelines on service standards
  - o Keep relevant procedures and guidelines on service standards in each unit for staff reference and reading, etc.
- Appropriately document and preserve relevant information related to the organization's service quality, according to the standard procedures, for future review and improvement purposes

3. Exhibit professionalism

- Ensure that the organization's service operations comply with the quality management policies, so that the organization's services reach a high-quality level
- Maintain fair and just attitudes when executing the organization's quality management policies

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The integrated outcome requirements of this Unit of Competency are:

- Able to manage the organization's daily operations according to the quality management policies, and ensure that the services provided are based on the procedures and guidelines of service standards;
- Able to monitor the organization's services, to ensure that the service quality meet the standard levels;
- Able to promote staff participation and ensure their quality of services; and
- Able to appropriately document and preserve information on the organization's service quality, for future review and improvement purposes.

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

Functional Area - Management

Title	Review and Improve Service Quality
Code	110849L5
Range	This Unit of Competency is applicable to practitioners who are responsible for managing the organization's services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to collect information on the organization's service quality according to the service quality standards, review the service quality and conditions, identify areas of improvements, and develop targeted improvement measures to continuously improve the organization's service quality.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on reviewing and improving service quality • Understand the concepts and principles of service quality management, such as: 　o Quality Assurance 　o Continuous Quality Improvement 　o Total Quality Management, etc. • Understand the methods to inspect the principles and importance of quality management, such as: 　o Prioritize customers 　o Continuous improvement 　o Full participation, etc. • Understand the methods to integrate the organization's services, including: mission, purpose, philosophy and goals • Understand the methods to assess the organization's service content and processes • Understand the methods to assess the organization's service users, such as: the elderly persons, carers, family members, staff, etc. • Understand the methods to determine the service user's needs • Understand the methods to integrate the organization's operation strategies • Understand the methods to assess the organization's quality management policies • Understand the methods to assess the organization's various standards on service quality • Understand the importance of reviewing and improving service quality on the organization's development • Understand the factors that affect the organization's service quality • Understand the methods to handle reviews and improve service quality, such as: 　o Scope of review 　o Review methods 　o Review steps 　o Follow-up and service improvement plans, etc. 2. Review and improve service quality • Assess the review areas of service quality according to the organization's policies on service quality standards, such as: 　o Service users 　o Service provision 　o Service unit environment

Functional Area - Management

	○ Staff abilities and attitudes, etc. - Collect information related to the review of service quality from various units, such as: ○ Service performance records and related data ○ Staff training and assessment records ○ Service user's opinions and satisfaction levels with the service ○ Results with internal and external audits, etc. - Analyze the collected data on service quality, according to the organization's various service quality standards, to ensure the service quality meets the standard levels - Collect service user's opinions on service quality using different methods, such as: ○ Establish focus groups ○ Conduct regular surveys on service user satisfaction ○ Arrange meetings with the service users to understand their needs and opinions ○ Set up a suggestion box and place it in a conspicuous location within the unit ○ Ensure that there is a comment section for the organization's notices, etc. - Consult staff of different units, ranks/positions and services to understand operational problems and collect improvement suggestions - Integrate all data on the review of service quality, identify areas of improvements, investigate for the factors that affect the organization's service quality, and determine the priority of improvement actions - Develop specific and feasible improvement measures according to the suggestions and their priorities, and report to the managerial committee accordingly - Appropriately and systematically document the information on the review and improvement of service quality 3. Exhibit professionalism - Analyze the information related to the review and improvement of service quality with fair and objective standards - Understand the importance and impact of the continuous improvement of service quality on the organization's development
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to collect, analyze and compare the relevant information according to the organization's service standards, in order to ensure the service quality meets the standard levels; - Able to review the service quality and conditions, identify areas of improvements, determine the priority of improvement actions, and develop targeted improvement measures; and - Able to report to the managerial committee the identified improvement areas and measures, appropriately and systematically document the information on the review and improvement of service quality.
Remark	

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

Functional Area - Management

Title	Handle Service User Complaints Comprehensively
Code	110850L5
Range	This Unit of Competency is applicable to practitioners who are responsible for management work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to understand the main points of the service user's complaints, analyze the essence of the problem, utilize appropriate targeted methods to deal with their complaints, according to the organization's procedures and guidelines on handling complaints, in order to avoid negative impacts on the organization.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on comprehensively handle service user complaints
	
	- Understand the organization's procedures and guidelines on handling service user complaints, such as:
	    o Time limit for response actions after receiving complaints
	    o Reporting mechanism to the senior/supervisor
	    o Guidelines for responding to complaints, etc.
	- Understand the organization's services and related information, such as:
	    o Mission, purpose, philosophy and goals
	    o Service content and procedures
	    o Utilization of service and resource, etc.
	- Understand the professional attitudes when handling and facing with service user complaints such as:
	    o Remain unbiased and unjudgemental
	    o Show sympathy and empathy
	    o Maintain patience and understand methods to console
	    o Maintain positive attitudes
	    o Be serious, and show sincerity, etc.
	- Understand the introduction of customer service management
	- Understand the nature and responsibilities of other staff of different ranks/positions
	- Understand the skills of identifying the essence of the problems and resolving problems and conflicts
	- Understand the skills to accurately document the content of complaints and the handling process
	
	2. Handle service user complaints comprehensively
	
	- Interview the service user within the specified time limit after receiving their complaint, according to the organization's procedures and guidelines
	- Handle complaints according to the organization's procedures, such as:
	    o Listen carefully to the service user's description and details of their complaints, in order to understand their purpose and true intensions, such as:
	        ▪ They just want to vent their dissatisfaction
	        ▪ They need the organization the meet their service needs
	        ▪ They are dissatisfied with the organization's policies and guidelines, and request improvement and revision of the system, etc.

Specification of Competency Standards
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Functional Area - Management

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- o Analyze the details and reasons of their complaints, such as: time, place, staff/policies/services involved
- o Reiterate and clarify the content and purpose of the service user's complaint, in order to show understanding of their complaint
- o Actively ask questions relevant to the complaints and the personal information of service users, record the information to show that the staff respect and handle their complaints seriously
- o Show concern for the service user and understand their negative emotions caused by dissatisfaction
- o Guide the service user and staff to express their suggestions and opinions on the complaint
- o Explain to the service users that the organization will handle all complaints seriously, and execute improvement strategies as needed
- o Express gratitude to the service user for their valuable advice, so that the organization could make greater progress
- Document the entire complaint handling process on the organization's established forms, for future follow-up purposes, such as:
  - o Main points of the conversation with service users
  - o Handling actions performed
  - o Improvement suggestions, etc.
- Submit relevant forms to the senior/supervisor, report on the complaint handling progress, so that the supervisor could arrange specified staff for handling the complaint and provide relevant suggestions
- In response to the content of the service user's complaint; the unit supervisor decides the need of convening a complaint management team
- Provide the complaining service user with the complaint management team's improvement suggestions as soon as possible
- Improvement actions regarding complaints will be distributed to other service users using different methods, according to the practice manual of relevant service quality indicators, such as:
  - o Service/activity groups
  - o Unit's publications
  - o Unit's notice boards, etc.
- If the service user is still dissatisfied with the organization's response; refer the incident to be handled by the management/committee, according to relevant procedures
- Compile comprehensive reports, record entire workflow of receiving and handling complaints, the organization's replies, service user's responses, and final handling methods, etc., and preserve the records appropriately

3. Exhibit professionalism

- Ensure that service user complaints are handled professionally and comprehensively
- Able to care about service users and reduce their negative emotions
- Protect the service user's confidentiality
- Regard complaints as good opportunities to review services and improve management

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<tr><td>Assessment Criteria</td><td>

The integrated outcome requirements of this Unit of Competency are:

- Able to appropriately handle service user complaints according to the organization's guidelines; and
- Able to review the content of the complaints, in order to improve service quality and prevent the recurrence of similar incidents.

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Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on formulating policies on quality management
	
	    Be able to
	• Understand the concepts and principles of service quality management, for example,
	      o Total Quality Management
	      o Continuous Quality Improvement
	      o Six Sigma
	      o Quality Assurance
	• Understand the principles and importance of outstanding management, for example,
	      o Customer-oriented
	      o Continuous improvement
	      o 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
	
	2. Formulate quality management policies
	
	    Be able to
	• 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:

Functional Area - Management

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- o Day-to-day operations, for example, service application procedures, daily cleaning tasks.
- o Nursing services, for example, infection control measures, formulation of elderly nursing plan
- o Human resources, for example, staff training, staff performance assessments, recruitments
- o Data management, for example, management of elderlies' medical records, procedures for handling personal data
- o Environmental safety, for example, fire drills, occupational safety, facility inspections
- o 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,
  - o Stipulate the types of data to be collected, for example, numbers of hospital admissions, fall accidents
  - o Staff performance indicators
  - o Require each service unit to submit service performance records
  - o 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

3. Exhibit professionalism

    Be able to
- 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

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The integrated outcome requirements of this Unit of Competency are:

- 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.

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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	Performance Requirements
	1. Relevant knowledge on weight bearing exercises
	
	    Be able to
	• Understand the content of weight bearing exercises for elderlies prescribed by healthcare professionals, such as
	    ○ 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,
	    ○ 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
	
	2. Assisting elderlies in performing weight bearing exercises
	
	    Be able to
	• 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,
	    ○ 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,
	    ○ 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

Functional Area - Clinical Care

	o Guide elderlies to perform movements properly and demonstrate to them accordingly
	    o Explain the aim and benefits of the exercises to elderlies
	    o Observe how elderlies perform, correct them and help them adjust according to their ability if necessary
	    o Pay attention to elderlies' face complexion and complaints during exercise, terminate the exercise and report to healthcare professionals if they experience any discomfort
	    o 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,
	    o Elderlies are unable to complete the exercise
	    o Elderlies do not perform satisfactorily as required
	    o Elderlies refuse to exercise
	• Document all circumstances throughout the process when elderlies perform weight bearing exercises and report to healthcare professionals, including
	    o Completed exercises and the adjustments made in the process
	    o elderlies' performance and others opinions, such as how satisfied they are
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on muscle training
	
	    Be able to
	• 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
	    o number of different exercises to be performed
	    o Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, resistance and duration
	    o Safety and points to note
	    o Exercise equipment needed
	• Understand the principle and safety measures of muscle training exercise such as:
	    o Overload
	    o Specificity
	    o Right number of sets and repetitions, or duration
	• Understand common training tools and methods to use them in muscle training, such as,
	    o Sand bags
	    o Resistance bands
	    o Putty
	    o Items used to train small muscles in daily life, e.g. buttons, zipper heads, and faucet handles
	    o 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
	
	2. Assist elderlies to perform muscle training
	
	    Be able to
	• 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,
	    o Any abnormalities in blood pressure and heart rate
	    o Any fever or other symptoms of illness
	    o 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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Unit of Competency

Functional Area - Clinical Care

	- 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, 　　- 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 　　- Completed exercises and the adjustments made in the process 　　- elderlies' performance and others opinions, such as how satisfied they are 3. Exhibit professionalism 　Be able to • 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	The integrated outcome requirements of this Unit of Competency: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on active range of motion exercise
	
	    Be able to
	• 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:
	    o Benefits and objectives
	    o Principle of training
	    o Safety and points to note
	• Understand the active range of motion exercises prescribed by healthcare professionals, such as:
	    o number of different exercises
	    o Standard movements and amount of physical activities such as number of sets and repetitions, range of motion and duration
	    o 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
	
	2. Assisting elderlies in performing active range of motion exercises
	
	    Be able to
	• 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:
	    o Any abnormalities in blood pressure and heart rate
	    o Any fever or other symptoms of illness
	    o 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:
	    o Explain the aims and benefits of the exercises to elderlies
	    o Guide elderlies to perform standard movements and demonstrate to them accordingly

Functional Area - Clinical Care

	○ 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, ○ 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 ○ Completed exercises and the adjustments made in the process ○ elderlies' performance and others opinions, such as how satisfied they are 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on active assisted exercise
	
	    Be able to
	• 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
	      o Objectives of exercises
	      o Principle of exercises
	      o Safety and points to note
	• Understand the active assisted range of motion exercises prescribed by healthcare professionals, for example,
	      o number of different exercises
	      o Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, and duration
	      o 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:
	      o Sling exercise
	      o Shoulder pulley
	      o 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
	
	2. Assisting elderlies to perform active assisted range of motion exercises
	
	    Be able to
	• 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:
	      o Any abnormalities in blood pressure and heart rate
	      o Any fever or other symptoms of illness
	      o Arthritis or pain
	• Prepare the equipment, ensure elderlies perform the exercises in a safe and comfortable environment, such as:
	      o Assist elderlies to stay in correct posture, for example, lying supine or lying on one side

Functional Area - Clinical Care

	o 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: o Explain the aims and benefits of the exercises to elderlies o Use appropriate skills, assist elderlies to perform the standard movement and guide them in using the exercise equipment o Observe how elderlies perform; pay attention to their posture and movements, correct them and adjust according to their ability if necessary o Pay attention to elderlies' condition and their complaints during exercise, terminate the exercise immediately and report to healthcare professionals if they experience any discomfort o Remind elderlies not to overexert, in order to avoid harm to joints and tendon o 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, o Elderlies are unable to complete the exercise o Elderlies do not perform satisfactorily as required o 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 o Completed exercises and the adjustments made in the process o elderlies' performance and others opinions, such as how satisfied they are 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency: • 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	

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant knowledge on passive range of motion exercises
	
	     Be able to
	• 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
	    o Objectives of exercises
	    o Principle of exercises
	    o Safety and points to note
	• Understand the passive range of motion exercises prescribed by healthcare professionals, for example,
	    o number of different exercises
	    o Standard movements and amount of physical activities such as number of sets and repetitions, range of motion, and duration
	    o 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
	
	2. Assisting elderlies to perform passive exercises
	
	     Be able to
	• 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:
	    o Any abnormalities in blood pressure and heart rate
	    o Any fever or other symptoms of illness
	    o 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:
	    o Guide elderlies to stay in proper posture
	    o Use curtain or screen to protect elderlies' privacy
	    o 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:

Functional Area - Clinical Care

	o Use appropriate skills to perform passive range of motion exercises
	o Correct or adjust the range of motion according to elderlies' ability and flexibility of the joints
	o Pay attention to elderlies' face complexion, complaints and responses during exercises, avoid overly stretching of joints
	o Terminate the exercise immediately if elderlies' experience any discomfort; report to healthcare professionals
	o 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,
	    o Elderlies are unable to complete the exercises
	    o Elderlies do not perform satisfactorily as required
	    o Elderlies refuse to exercise
	• Document all circumstances throughout the process when elderlies perform passive range of motion exercises and report to healthcare professionals, including
	    o Completed exercises and the adjustments made in the process
	    o elderlies' performance and others opinions, such as how satisfied they are
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency: • 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	

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant knowledge on elderly training
	
	    Be able to
	• 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,
	    o number of different exercises
	    o Standard movements and details of each exercise
	    o Safety and points to note
	    o Necessary supplies
	    o Preparation of venue
	• Understand the skill to monitor and guide elderlies to perform training
	• Understand the techniques to report the training session clearly
	
	2. Assisting elderlies to perform training
	
	    Be able to
	• Do preparation work according to the training prescribed by healthcare professionals, for example,
	    o Inform elderlies in advance and explain the upcoming trainings to be performed so that they are more likely to comply
	    o Adjust elderlies' schedule for other activities to make time for the training
	    o Observe elderlies' health condition; make sure they are fit for training
	    o Prepare equipment and venue
	• Assist elderlies to perform training and provide appropriate guidance, for example,
	    o Demonstrate to elderlies the correct way to perform the tasks
	    o Give simple and clear instructions to guide elderlies to conduct training appropriately
	    o Explain to elderlies patiently if they have any questions
	    o 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,
	    o Elderlies are unable to complete the tasks
	    o Elderlies do not perform satisfactorily as required
	    o Elderlies refuse to participate

Functional Area - Clinical Care

	• Document all circumstances throughout the process when elderlies perform training and report to healthcare professionals, including
	     ○ Completed tasks and the adjustments made in the process
	     ○ elderlies' performance and others opinions, such as how satisfied they are
	
	 3. Exhibit professionalism
	
	 Be able to
	 • 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	The integrated outcome requirements of this Unit of Competency: • 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.

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Comply with the Safety Principles of Rehabilitation Exercises
Code	110791L2
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand and strictly comply with the safety principles of rehabilitation exercises, so that the elderly persons can perform rehabilitation exercises safety.
Level	2
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on rehabilitation exercises
	
	• Understand the safety principles of different types of rehabilitation exercises and the organization
	• Understand the precautions before performing rehabilitation exercises, such as:
	    o Perform risk assessments before rehabilitation exercises, such as: whether the elderly's physical and mental conditions, clothing, etc. are suitable for training
	    o Safe venue or home environment
	    o Explain to the elderly the training procedure, in order to obtain their cooperation, etc.
	• Understand the content and precautions of rehabilitation training for the elderly prescribed by medical professionals, such as:
	    o Training standard movements, posture requirements, intensity, frequency and duration, etc.
	    o Things to observe and pay attend to during training, such as: pain, respiratory condition, subjective complaints, physical reactions, quality of movements, rest time, etc.
	• Understand the potential risks of different types of rehabilitation exercises for the elderly
	• Understand the need to immediately stop rehabilitation exercises
	• Understand the skills of reporting clearly
	
	2. Comply with the safety principles of rehabilitation exercises
	
	• When assisting the elderly in performing rehabilitation exercises, comply with the safety regulations of the organization and instructions by medical professionals
	• Ensure that the staff proactively reports to the relevant senior/supervisor/medical professionals when they have doubts about the elderly's safety, and suspend the training session before providing instructions, in order to ensure the safety of the elderly
	
	3. Exhibit professionalism
	
	• Understand the compliance with the safety principles of rehabilitation exercises, in order to protect the safety and interests of the elderly, staff and the organization

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand and comply with the relevant safety knowledge and principles of rehabilitation exercises, to ensure that the elderly can safely perform rehabilitation exercises.

Functional Area - Clinical Care

Remark	Practitioners who perform this UoC possess knowledge on rehabilitation exercises.

Functional Area - Clinical Care

Title	Assist Rehabilitation Groups and Activities
Code	110792L2
Range	This Unit of Competency is applicable to practitioners who provide frontline services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to assist in providing suitable rehabilitation groups and activities for the elderly, according to the arrangements and guidelines established by the senior/supervisor, and the elderly's rehabilitation needs, in order to improve their mobility.
Level	2
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on rehabilitation groups and activities • Understand the organization's plans and practice manual • Understand the importance of rehabilitation groups and activities and the purpose of participation, in order to maintain or improve the abilities of elderly persons, such as: o Walking and balance o Activities of daily living (ADLs) o Instrumental activities of daily living (IADLs), etc. • Understand the content and details of the execution of rehabilitation groups and activities, such as: o Group objective, content and process o Number of participants o Execution model o Required materials o Anticipated difficulties and their solutions o Assessment methods of activity abilities, etc. • Understand the information related to the rehabilitation needs of the elderly, such as: medical history and mobility • Understand the skills needed to execute rehabilitation groups and activities • Understand the requirements and assessment method expectations of the senior/supervisor in providing rehabilitation groups and activities 2. Assist rehabilitation groups and activities • Provide rehabilitation groups and activities for the elderly according to the schedule arranged by the senior/supervisor • Before organizing groups and activities, assist in recruiting suitable participants using different methods to ensure the cost-effectiveness of the groups and activities, such as: o Event notice board o Event newsletter o Distribute leaflets to the elderly and their family members o Individual invitation, etc. • Assist in providing different content or types of groups and activities, to meet the requirements of the senior/supervisor and rehabilitation needs of the elderly, such as: o Strength training, such as: resistant band exercises, etc. o Mobility training, such as: pulley suspension rope exercises, etc. o Joint mobility training, such as: towel, stretching exercises, etc. • Perform adequate preparations for the groups and activities according to the instructions of the senior/supervisor, such as:

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Functional Area - Clinical Care

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- - o Provision of materials
  - o Environment layout
  - o Understand the abilities and related information of the participants
  - o Preview the content and procedures of the group activities, etc.
- Explain the purpose and procedures of the groups and activities to the elderly
- When assisting in leading groups and activities, utilize appropriate skills to help achieve their goals, such as:
  - o Amend the content and procedures of the groups and activities to meet the needs of the elderly, according to the requirements of the senior/supervisor and the elderly's immediate response
  - o Demonstrate the methods of use of the tools related to the group and activity content, and repeat demonstrations as necessary, so that the elderly persons can participate under safe conditions
- Collect the elderly's feedback after the rehabilitation groups and activities using different methods, such as:
  - o Instant reactions of participants
  - o Attendance rate per session
  - o Questionnaire surveys
  - o Directly inquire their opinions, etc.
- Record the elderly's condition in the groups and activities, and report to the senior/supervisor for analysis, and follow-up as needed
- Record and appropriately store the group and activity information after its completion
- Identify areas of improvements and execute improvements according to the opinions of the participants and instructions by the senior/supervisor

3. Exhibit professionalism

- Perform adequate preparations for the groups and activities according to the instructions of the senior/supervisor and the elderly's rehabilitation needs
- Understand the knowledge and skills of leading rehabilitation groups and activities, to ensure that the elderly persons can complete them in safe environments
- Suggest areas of improvements according to the opinions of the participants and instructions by the senior/supervisor

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The integrated outcome requirements of this Unit of Competency are:

- Able to prepare and assist in leading rehabilitation groups and activities according to the arrangements, guidelines and requirements of the senior/supervisor and the rehabilitation needs of the elderly; and
- Able to respond to the purpose of the rehabilitation groups and activities, and identify areas of improvements according to the opinions of the participants and instructions by the senior/supervisor, in order to improve the elderly's activity abilities.

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Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on orthotic care
	
	Be able to
	• 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:
	   ○ 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
	
	2. Provide orthotic care
	
	Be able to
	• Provide appropriate care according to the types and material of orthoses used by elderlies, such as:
	   ○ 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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:

Functional Area - Clinical Care

	• 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	

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

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	Performance Requirements
	1. Relevant knowledge on home safety for elderlies
	
	    Be able to
	• Understand the aim and importance of improving elderlies' home environment, for example,
	    o Prevent fall and reduce risk of accidents
	    o Enhance mobility and self-caring ability
	    o 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:
	    o Visual impairment, narrowing of visual field
	    o Muscle weakening, weak sense of balance
	    o Memory loss, being forgetful
	• Understand the common diseases among elderlies and their effects, for example,
	    o Stroke affecting mobility
	    o Knee arthritis reducing lower limb power and sense of balance
	    o Cognitive impairment affecting memory and sense of direction
	• Understand the general safety measures in elderlies' home environment, such as:
	    o Provide sufficient lighting and keep the passage clear to prevent fall
	    o Use chairs and furniture that are of appropriate heights, in order to enhance the safety during movement
	    o 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:
	    o Install handrails for post-stroke elderlies to prevent fall
	    o 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
	
	2. Improve home safety for elderlies
	
	    Be able to
	• Take general home safety measures for elderlies in day-to-day routine work, such as:
	    o Remove obstacles and keep the passage clear
	    o Install handrails in the washroom to enhance safety
	    o Use non-slip bath mat in shower
	    o Provide bright lighting at night

Functional Area - Clinical Care

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○ 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:

○ 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

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on transcutaneous electrical nerve stimulation (TENS)
	
	    Be able to
	• Understand the basic therapeutic mechanism and adaptability of TENS
	• Understand the simple operation of TENS equipment, such as:
	    o Test for normal functioning before use
	    o Turn on/off
	    o Screen display
	    o Steps to operate
	    o Installation and setting
	    o Accessories and supplies needed
	    o Method to clean
	    o 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
	
	2. Provide transcutaneous electrical nerve stimulation (TENS)
	
	    Be able to
	• Check TENS equipment and ensure it functions normally, including
	    o Check battery level, replace the battery if needed
	    o Check for damages, for example, wire and connection points
	    o 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
	    o Turn off and tidy up the TENS equipment
	    o Take care of elderlies, for example, tidy up their clothes and adjust their posture.
	    o Clean the equipment and store it in an appropriate place
	    o Inform healthcare professionals to arrange further treatments
	
	3. Exhibit professionalism
	
	    Be able to
	• Monitor elderlies' condition during TENS therapy and actively ask them how they feel

Functional Area - Clinical Care

	• Strictly follow the arrangement of TENS therapy prescribed for elderlies by healthcare professionals
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Relevant knowledge on cold therapy
	
	    Be able to
	• Understand the basic principle and indications of cold therapy
	• Understand various tools for cold therapy and their use, such as:
	    o Ice pack
	    o Crushed ice
	    o 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
	
	2. Provide cold therapy
	
	    Be able to
	• 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:
	    o Prepare the appropriate tools for cold therapy in the appropriate sizes
	    o Ensure no abnormalities in the tools for cold therapy
	    o Wrap the tools for cold therapy in a wet towel
	    o Assist and guide elderlies to stay in a correct and comfortable posture
	    o 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
	    o Ask them for any discomfort and handle immediately if any
	    o Remind elderlies not to fall asleep
	    o Observe elderlies skin for any abnormalities regularly
	    o Inform the healthcare professionals for follow-up actions when needed
	• After the cold therapy, perform the post-therapy work, including
	    o Look for any abnormalities at the site that received therapy
	    o Tidy up the tools for cold therapy
	    o Take care of elderlies, for example, tidy up their clothes and help them resume normal posture
	    o Clean the tools for cold therapy and store them in an appropriate place
	    o Inform the healthcare professionals to arrange further treatments

Functional Area - Clinical Care

	• Document the procedures of cold therapy provided properly 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant knowledge on heat therapy
	
	    Be able to
	• Understand the basic principle and indications of heat therapy
	• Understand various tools for heat therapy and their use, such as,
	    o Hot water bag
	    o Electric heating pad
	    o 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
	
	2. Provide heat therapy
	
	    Be able to
	• 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
	    o Prepare the appropriate tools for heat therapy in the appropriate sizes
	    o 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
	    o Heat or adjust the temperature of the tools using the correct methods
	    o Wrap the tools with a towel
	    o Assist and guide elderlies to stay in a correct and comfortable posture
	    o 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
	    o Ask them for any discomfort and handle immediately if any
	    o Remind elderlies not to fall asleep
	    o Observe elderlies' skin for any abnormalities regularly
	    o Inform healthcare professionals for follow-up actions when needed
	• After the heat therapy, perform the post-therapy work, including
	    o Look for any abnormalities at the site that received therapy
	    o Tidy up the tools for heat therapy

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	o Take care of the elderlies, for example, tidy up their clothes and help them resume normal posture o Clean the tools for heat therapy and store them in an appropriate place o Inform healthcare professionals to arrange further treatments o Record the procedures of the heat therapy provided properly 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Relevant knowledge on assistive devices for daily life
	
	    Be able to
	• 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
	    o Range of motion of upper and lower limbs
	    o Hand mobility
	    o Transfer and lower limb mobility
	    o 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
	
	2. Use assistive devices for daily life
	
	    Be able to
	• 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:
	    o Ensure the stability and sturdiness of the daily assistive device
	    o Check for any damage
	    o Check to ensure it functions normally
	    o Check if it performs well
	• Correctly guide elderlies to use the appropriate assistive devices, ensure that they use it correctly, such as:
	    o Demonstrate to elderlies the using method of daily assistive device and offer guidance
	    o Ensure elderlies understand the aims of using the assistive devices
	    o Observe elderlies' conditions when using assistive devices
	    o 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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	○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	Performance Requirements
	1. Relevant knowledge on aerobic exercises
	
	Be able to
	• 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:
	   o Number of different exercises, and amount of physical activities.
	   o Safety and points to note
	   o Equipment required
	• Understand the principles and safety precautions related to aerobic exercises, such as:
	   o Full-body workout vs exercises for large muscle groups
	   o Safe heart rate while exercising
	   o Amount of physical activities (FIT: frequency, intensity, time)
	• Understand aerobic exercises suitable for elderlies, such as:
	   o Walking
	   o Jogging
	   o Cycling
	   o Aqua-fitness
	• Understand the skills to guide elderlies to perform aerobic training
	• Understand methods to monitor elderlies' conditions when performing aerobic exercises
	   o Observe how heavy their breathing is and their face complexion
	   o Measure their breathing rate and heart rate
	   o Observe the way they talk
	   o 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
	
	2. Assisting elderlies to perform aerobic exercises
	
	Be able to
	• 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,
	   o Any abnormalities in blood pressure and pulse
	   o Any fever or other symptoms of illness

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	• 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:
	    ○ 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 perform the amount of physical activity as prescribed by healthcare professionals, such as:
	    ○ 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,
	    ○ 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
	    ○ Heart rate when exercising
	    ○ Completed tasks and the adjustments made in the process
	    ○ elderlies' performance and others opinions, such as how satisfied they are
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Relevant knowledge on reminiscence therapy
	
	Be able to
	• 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
	    ○ 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
	    ○ 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:
	    ○ 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
	
	2. Conduct reminiscence therapy
	
	Be able to
	• 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:
	    ○ Explain to elderlies the theme of the session

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	o Show the prompts and let elderlies touch them
	o Allow enough time and give elderlies chances to share their feelings
	• Perform group reminiscence therapy using appropriate techniques, such as
	  o Create an interactive environment to encourage elderlies to participate
	  o 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
	  o Offer help when elderlies have difficulties expressing themselves
	  o Calm the emotions of elderlies if they feel anxious
	  o Change the topic if elderlies get agitated
	  o 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
	  o Praise elderlies for their performance
	  o Thank them for their participation
	  o 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.
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Relevant knowledge on reality orientation therapy
	
	Be able to
	• 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
	   o Perform the therapy in a suitable environment
	   o Perform the therapy at appropriate time and in the right frequency
	   o 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
	   o Master good communication skills
	   o Facilitate the therapy via encouraging elderlies to participate and creating a relaxing atmosphere
	   o Incorporate games into the therapy
	   o Conduct therapy in appropriate attitudes, such as being patient, flexible and willing to try
	• Understand the ways to apply orientating techniques, such as
	   o Display oversized clocks and calendar in the room
	   o Mark the environment with clear references
	• Understand the cognitive abilities of elderlies, and whether they are suitable for group therapy
	
	2. Conduct reality orientation therapy
	
	Be able to
	• 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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	• Conduct reality orientation therapy using appropriate techniques and skills, according to the cognitive ability of elderlies, such as
	    o Explain to elderlies the theme of the session
	    o Use tools for reality orientation therapy appropriately
	    o Provide sufficient instructions and explanations
	    o Create an interactive environment to encourage the participation of elderlies
	• Provide appropriate assistance and intervention if required, such as
	    o Allow adequate time for elderlies and never rush them
	    o 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
	    o Praise elderlies for their performance
	    o Thank them for their participation
	    o 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.
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. relevant knowledge on multi-sensory therapy
	
	    Be able to
	• 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:
	    o Venues and facilities
	    o Duration and frequency
	    o Procedures
	    o 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
	    o Master good communication skills
	    o create a relaxing atmosphere; encourage elderlies to get in touch with each other
	    o Conduct therapy with appropriate attitude, such as being patient, flexible and vigilant about safety
	• Understand the cognitive ability of each elderly
	
	2. Perform multi-sensory therapy
	
	    Be able to
	• Understand the contents of the multi-sensory therapy, including:
	    o Therapeutic goal of the group
	    o Name list of the group members
	    o Number of participants in the group
	    o 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:

Functional Area - Clinical Care

	- 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 - 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: - 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 3. Exhibit professionalism Be able to - Conduct multi-sensory therapy strictly according to healthcare professionals' prescription - Monitor elderlies' responses when conducting multi-sensory therapy and offer appropriate assistance
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	Performance Requirements
	1. Relevant knowledge on cognitive training
	
	    Be able to
	• 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:
	    o Perform the training in a suitable environment
	    o Perform the training at an appropriate time and in the right frequency
	    o Perform the training in individual and group settings
	    o 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:
	    o Goal of the training
	    o Target service users
	    o Number of persons in a group
	    o Number of sessions
	    o Procedures and regulations
	    o 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:
	    o Master good communication skills
	    o Manage the atmosphere, such as create a relaxing atmosphere, ways to arouse elderlies' interest and motivate them
	    o Conduct training with appropriate attitude, such as being patient, flexible and willing to try
	
	2. Conduct cognitive training
	
	    Be able to
	• 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
	    o Explain to elderlies the goal, procedures and regulations of the training

Functional Area - Clinical Care

	○ 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 ○ 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 ○ 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 3. Exhibit professionalism Be able to - Follow strictly the instructions and prescriptions by healthcare professionals - Monitor elderlies' responses when performing cognitive training and ensure their safety
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - 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	

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	Performance Requirements
	1. Relevant knowledge on day-to-day self-care training
	
	    Be able to
	• Understand the basics of day-to-day self-care, including their definitions, content and importance
	• Understand the factors affecting self-care ability, such as:
	    o Biological factors: illnesses, decrease in mobility
	    o Psychological factors: dependence, anxiety and concern about their ability
	    o Decline in cognitive ability
	    o 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:
	    o Self-care abilities need training
	    o Suitable environment
	    o Method of training
	    o Duration and the number of sessions required
	    o Assistance needed, such as verbal or visual cues
	    o 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
	    o Barthel Index
	    o Instrumental Activities of Daily Living Scale
	• Understand day-to-day self-care abilities of elderlies
	• Understand skills required to present and report clearly
	
	2. Conduct day-to-day self-care training
	
	    Be able to
	• Assist elderlies to receive self-care training according to the self-care abilities of elderlies and the healthcare professionals' prescriptions, such as:
	    o Prepare the venue and required equipment, such as clothes, assistive devices, and commodes
	    o Explain to elderlies the goal of the training, the procedures and the number of sessions required; make sure they understand the objectives
	    o 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

Functional Area - Clinical Care

	of small hand muscles; or asking them to practice using assistive devices such as a button hook to fasten buttons.
	    o Monitor elderlies' performance, offer assistance and guidance if needed, by means of verbal or gestural cues
	    o Perform self-care training according to the prescriptions by healthcare professionals
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on home environmental safety for elderlies
	
	    Be able to
	• Understand areas of concerns regarding home environmental safety for elderlies, including:
	    o Kitchen
	    o Washroom
	    o Living room and corridor
	    o Lighting system
	    o Doors, windows and daily accessories
	• Understand the aims of home environmental improvement for elderlies, including:
	    o Fall prevention
	    o Enhance self-care ability
	    o 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,
	    o Sufficient lighting
	    o Keep the passage clear and the floor dry
	    o Use furniture that are of appropriate height
	    o Put labels with large print on daily accessories
	
	2. Implement guidelines on environmental safety (home environment)
	
	    Be able to
	• Take relevant home environmental safety measures according to the needs for improvement in elderlies' homes, such as:
	    o Remove obstacles and keep the passage clear
	    o Install shower chair and shower board in the washroom to protect elderlies safety when taking shower
	    o Install handrails in bath tub to ensure elderlies' safety
	    o Improve lighting
	    o Provide furniture of appropriate height.
	• Teach elderlies the relevant home environmental safety measures, such as:
	    o Use shower board correctly
	    o Do not leave clutter in the passage
	    o Always wear eyeglasses
	    o Correctly use walking aids
	• Monitor the implementation of home environmental safety measures, report to supervisor, and document the details for follow-up actions

Specification of Competency Standards
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Functional Area - Management

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Provide Prosthetic Care
Code	110793L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation and/or personal care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to provide basic inspection and maintenance for the elderly's prosthetic limbs according to the recommendations by medical professionals, to ensure the normal function of the prosthetic limbs.
Level	3
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on prosthetic care
	
	• Understand the types, functions, components and basic operation principles of prosthetic limbs
	• Understand the materials used to make prosthetic limbs
	• Understand the methods to wear prosthetic limbs
	• Understand the care of amputations and the methods of bandaging
	• Understand the care methods of prosthetic limbs, such as:
	    o Main inspection areas, such as: pressure points, locations that are frequently worn out, etc.
	    o Whether the amputation stocking or bandage is damaged
	    o Cleaning methods
	    o Storage, etc.
	• Understand the prosthetic limbs prescribed by medical professionals for the elderly persons and their maintenance methods, etc.
	
	2. Provide prosthetic care
	
	• Provide appropriate care for the elderly's different types and materials of prosthetic limbs, such as:
	    o Check whether the elderly is uncomfortable when wearing prosthetic limbs, such as: whether there are pressure points, pain, redness, blisters, damaged skin, etc.
	    o Inspect the socket for damage, cracks, humidity, etc.
	    o Prosthetic limbs should not be too loose or tight, check the elderly's application methods, and assist the elderly persons to correct wear them according to the recommendations by medical professionals
	    o Use appropriate methods to regularly clean the prosthetic limbs according to the characteristics of their materials, to ensure hygiene, such as:
	        ▪ Wipe the inner surface with cloth dampened with soap, then use cloth dampened with water to wipe off the soap
	        ▪ Do not wash directly with water to prevent damage to the leather and rust of the prosthetic joints, etc.
	    o If there is a precise mechanical system in the prosthetic structure, avoid moisture, impact and dirt
	    o Assist or instruct the elderly persons to store the prosthetic limbs and dry amputation stockings or bandages in appropriate places, such as: store plastic prosthetic limbs in cool and dry places, avoid sunlight exposure, etc.

Functional Area - Clinical Care

	• Regularly provide simple cleaning and maintenance for the prosthetic limbs, and ask the elderly persons if there are any abnormalities after wearing them daily, to ensure that they are suitable for the elderly persons and functions normally • Refer to medical professionals for follow-up purposes, if there are problems with the prosthetic structure, such as: damage, joint or connection looseness or rightness, pressure points that cause discomfort 3. Exhibit professionalism • Able to ensure the normal function of the prosthetic limbs, and that the elderly persons can use them safely • Able to assist in the maintenance and general repairs of the prosthetic limbs according to the recommendations by medical professionals
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide appropriate cleaning and maintenance according to the prosthetic limbs prescribed by medical professionals for the elderly persons; and • Able to ensure that the prosthetic limbs function normally, and the elderly persons can wear them comfortably and use them safely; and • Able to refer medical professionals to follow-up prosthetic limbs with structural problems as needed.
Remark	

Specification of Competency Standards
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Functional Area - Clinical Care

Title	Follow-Up The Elderly's Rehabilitation
Code	110794L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to make arrangements for the elderly persons to receive rehabilitation exercises and treatments, according to the rehabilitation program established by medical professionals, and continuously monitor the status of the elderly persons receiving treatment, reflect and respond to the elderly's opinions and feedback on the rehabilitation services.
Level	3
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the elderly's rehabilitation • Understand the content of the organization's rehabilitation services, such as: o Team members and functions o Provide types of services, such as: physical therapy, occupational therapy, speech therapy, etc. o Rehabilitation exercise and treatment type o A quality monitoring mechanism for medical professionals to arrange for frontline staff to provide treatment for the elderly persons o Assessment, storage mechanisms, etc. • Understand the organization's documentation procedures for providing their services • Understand the organization's mechanism for reviewing elderly rehabilitation programs, such as: o Duration and date of rehabilitation program o Review the conditions of the rehabilitation program o Review methods o The mechanism for holding case meetings and meeting members, etc. • Understand the organization's documentation format and access methods for newly established and reviewed rehabilitation programs 2. Follow-up the elderly's rehabilitation • Review the elderly's rehabilitation programs, and understand the plans established by medical professionals, such as: o The elderly's needs for rehabilitation exercise and treatment o The objectives and content of the rehabilitation program o The number of times the service is provided and the position of the staff who provides the service o Frequency of case review, etc. • Establish clear and accurate service record forms and systems, ensure that all staff clearly records after providing rehabilitation services, in order to follow-up the conditions of providing rehabilitation exercised and treatments, such as: o Service hours or sessions o Responsible staff o Specific service content o Progress record o Charges (if applicable), etc.

Functional Area - Clinical Care

	- Regularly check with the elderly persons and/or their family members to understand the elderly's opinions on the rehabilitation program and whether the execution is in line with their expectations - Arrange for medical professionals to re-assess the elderly and regularly adjust the content of the rehabilitation programs when there are changes of the elderly's physical conditions, according to the organization's established mechanism, such as: - Review the execution of the rehabilitation program every six months - Changes in physical health after leaving the hospital - Poor mobility and balance after a fall - The deterioration of physical condition due to changes in the patient, etc. - Hold case meetings when necessary, and notify the members to join the discussion and follow-up the elderly's condition, according to the organization's established mechanism - Ensure that all rehabilitation programs are appropriately stored and updated, for reviewing purposes - Closely monitor the elderly's condition and report to medical professionals as necessary 3. Exhibit professionalism - Maintain good communication with different medical professionals to understand the execution of the elderly's rehabilitation program - Actively attend to the elderly's rehabilitation progress, and provide encouragement - Ensure that the service records and care plans are complete for follow-up purposes
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to ensure that the elderly's rehabilitation services are consistent with the rehabilitation programs set by medical professionals for the elderly persons, and have appropriate service records; and - Abe to understand the situation and opinions of rehabilitation services with the elderly persons and their family members; and - Able to accurately coordinate the review of the rehabilitation program according to the organization's mechanism.
Remark	

Functional Area - Clinical Care

Title	Assist Elderly Persons with Special Care Needs in Rehabilitation Exercises
Code	110795L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assist and monitor the elderly persons in rehabilitation exercises, according to the elderly's needs in special care, and the recommendations and prescriptions by medical professionals, so that the elderly persons can safely complete their training and improve their physical conditions.
Level	3
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on assisting the elderly persons with special needs in rehabilitation exercises - Understand the principles and safety issues of rehabilitation exercises - Understand the safety and precautions related to the exercises for elderly persons with special care needs, such as: - Nasogastric and throat care - Catheter care - Stoma (including tracheostomy) care - Bedsore care - Chronic obstructive pulmonary disease care - Nasal cannula care, etc. - Understand the conditions that affect the participation of elderly persons with special care needs, such as: - Long-term bedridden patients - Diabetics - Patients with cardiovascular diseases, such as: stroke, high/low blood pressure, coronary heart disease, etc. - Patients with neurological disorders, such as: Parkinson's disease, brain trauma, dementia, etc. - Patients with orthopedic trauma, such as: fractures, patients who have had joint replacement surgery, arthritis, etc. - Patients with cardiopulmonary diseases, such as: chronic obstructive pulmonary disease, asthma, etc. - Patients with terminal cancer, etc. - Understand the physical conditions and mobility of the elderly persons - Understand the relevant knowledge of rehabilitation exercises, such as: - The correct use of various rehabilitation equipment - Correctly measure vital signs - Correct support and transfer skills - Basic knowledge and skills on rehabilitation exercises, etc. - Understand the exercise content prescribed by medical professionals for the elderly persons, such as: - Exercise type and quantity - Exercise details and standards - Safety and precautions - Required materials

Functional Area - Clinical Care

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  o Site preparation, etc.
- Understand the skills of monitoring and guiding the elderly's exercise
- Understand the skills of clear reporting and accurate recording

2. Assist the elderly persons with special care needs in rehabilitation exercises

- Perform preparations according to the exercise content prescribed by medical professionals for the elderly persons, such as:
    - Ensure that the elderly's physical condition is suitable for exercise
    - Execute relevant safety and precautions, such as:
        - Whether the oxygen nasal cannula is properly worn and adjusted for appropriate oxygen flow
        - Whether there was adequate rest time after receiving nasogastric feeding, before commencing their exercises
        - Whether the elderly persons are placed in appropriate positions for their exercises if they suffer from bedsores or wounds
        - Prepare the appropriate placement of urine catheters and bags
        - Exercise intensity, joint range of motion, guidance skills, etc., determined by medical professionals, according to the elderly's needs and physical conditions
    - Inform and explain to the elderly the exercise to perform in order to obtain their cooperation
    - Preparation of materials and the venue, etc.
- Assist the elderly in training and provide appropriate guidance, such as:
    - Demonstrate the correct movements to the elderly persons
    - Use simple and clear instructions to guide the elderly to train correctly
    - Explain the answers patiently when the elderly persons have questions about the training
    - Correct the elderly's movements and postures, etc.
- Attend to the complexion and complaints of the elderly persons during their exercises, immediately cease the exercise if they feel discomfort, and report to medical professionals
- Monitor the elderly's vital signs during their exercises, according to the instructions by medical professionals, and if the vital signs exceed the recommended safety range, immediately terminate the exercise and report to medical professionals
- Observe the elderly's effects and conditions after completing the exercise, and refer them to medical professionals for follow-up as necessary, such as:
    - Failure to complete the exercise
    - Performance is not as good as expected, etc.
- Appropriately record the elderly's exercises, and report to medical professionals, such as:
    - The completed exercises, and the adjustments made during the exercise according to the elderly's condition
    - Vital signs before, during and after exercises
    - The elderly's performance and opinions, such as: satisfaction, appropriate intensity, etc.

3. Exhibit professionalism

- Observe whether the elderly's physical condition is suitable for rehabilitation
- Monitor the elderly's movement to ensure their safety

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Functional Area - Clinical Care

	• Maintain good communication with medical professionals, in order to help them understand the elderly's exercise conditions and make appropriate adjustments accordingly
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to comply with the rehabilitation exercises and safety precautions prescribed by medical professionals for the elderly persons, perform adequate preparations, use the correct skills to assist and guide the elderly persons in their rehabilitation; • Able to monitor the elderly's condition and effectiveness of their rehabilitation exercises, and perform adjustments and amendments according to their abilities; and • Able to appropriately record the content of the elderly's rehabilitation exercise, and clearly report to medical professionals.
Remark	Practitioners who perform this UoC possess knowledge on the special care of the elderly.

Specification of Competency Standards
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Functional Area - Clinical Care

Title	Provide Massage Therapy
Code	110796L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to perform safe and simple massage therapy prescribed by medical professionals for the elderly persons, so that they can relieve pain and muscle tension.
Level	3
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on massage therapy
	
	- Understand the basic human anatomy, such as:
	    o Meridian and acupuncture points
	    o Skeletal system
	    o Muscular system
	    o Lymphatic system, etc.
	- Understand the principles, safety issues and contraindications of massage therapy
	- Understand the application of common massage techniques
	- Understand the content of massage therapy prescribed by medical professionals for the elderly persons, such as:
	    o Massage area and proper posture
	    o Massage technique and weight, including: sequence, applied technique, strength, and duration, etc.
	    o Require massage oil or lotion
	    o Safety precautions, etc.
	
	2. Provide massage therapy
	
	- Ensure the correct identity of the elderly, and explain the procedure, purpose, expected sensations, and provided assistance in order to obtain their consent and cooperation
	- Perform the correct preparations according to the massage therapy prescribed by medical professionals, including:
	    o Prepare the environment and suitable tools, such as: massage oil, towels, pillows, massage beds, disposable covers, etc.
	    o Therapist preparations, such as: hand hygiene, manage long nails, wear a mask as needed, etc.
	    o Assist and guide the elderly persons to main a correct and comfortable posture
	    o Appropriately expose the area and execute measures to protect the elderly's privacy
	    o Observe for the elderly's skin abnormalities, such as: wounds, bruises, etc.
	- Provide massage therapy according to the technique and quantity prescribed by medical professionals, such as:
	    o Apply massage oil or moisturizing lotion as needed
	    o Warm up the area with appropriate techniques
	    o Use techniques in order, such as: use light to heavy techniques to gradually massage the area, etc.
	    o Avoid pressing certain areas that are likely to cause injuries, such as: areas with lesser muscles, etc.
	- Monitor the condition of the elderly's therapy, such as:

Functional Area - Clinical Care

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○ Ask the elderly whether the strength applied is appropriate and whether it needs to be adjusted
○ Ask whether the elderly is uncomfortable
○ Ask if the elderly needs to switch positions in order to stay comfortable and relaxed, etc.

Appropriately record to condition of the elderly's massage therapy, and report to medical professionals, such as:

○ The area of the completed massage therapy, and adjustments during the therapy
○ The elderly's performance and feedback, such as: pain reduction, satisfaction, etc.

3. Exhibit professionalism

Strictly comply with the massage therapy prescribed by medical professionals for the elderly persons, prepare and explain before the massage therapy to ensure that they can undergo therapy safely and relaxed
Ensure the privacy of the elderly persons are protected during the therapy

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to follow the massage therapy prescribed by medical professionals for the elderly persons, adequately prepare, and use the correct skills and techniques to provide appropriate massage therapy;
Able to monitor the elderly persons receiving massage therapy, and make adjustments according to their conditions; and
Able to appropriately record the content of the massage therapy received by the elderly persons, and clearly report to medical professionals.

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Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Assist in Swallowing Exercises
Code	110797L3
Range	This Unit of Competency is applicable to practitioners who provide swallowing exercises in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to provide related swallowing exercises according to the organization's guidelines, and be able to report relevant situations to medical professionals.
Level	3
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on swallowing exercises
	
	• Explain the importance of eating and swallowing on life
	• Explain the process of eating and swallowing properly
	• Explain the groups at risk of dysphagia
	• Explain the symptoms of common swallowing disorders
	• Explain the sequelae of dysphagia
	• Clarify the intervention strategies for swallowing exercises, such as:
	   o Functional intervention
	   o Environmental intervention
	   o Auxiliary intervention, etc.
	• Explain the processes of swallowing exercises, such as:
	   o Receive referrals
	   o Prepare the environment, equipment, documents
	   o Provide training
	   o Documentation recording and reporting, etc.
	• Summarize the possible reactions during swallowing exercises
	• Predict the case's progress on swallowing ability
	
	2. Provide swallowing exercises
	
	• Check the list of participants for swallowing exercises, such as:
	   o Before training, introduce yourself and your intentions
	   o Check the names of the participants, etc.
	• Plan the tools needed for training, such as:
	   o Worksheet for training
	   o Equipment for swallowing exercises, and understand the methods to operate them, such as: tongue depressors, professional equipment, etc.
	• Organize the training environment, such as:
	   o Reduce interference from the surrounding environment
	   o Choose the right light source and provide auxiliary tools for participants with hearing impairment, etc.
	• Ensure the performance quality during training, such as:
	   o Training with the aid of worksheets
	   o Correctly operate the training equipment, and monitor the performance of participants
	   o Assist medical professionals in providing training
	   o Determine abnormal conditions and report accordingly, etc.
	• Report the training to medical professionals, such as:
	   o Report on the training exercise, location, time and performance

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Functional Area - Clinical Care

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<td>   ○   Report abnormal conditions during training, etc.

3. Exhibit professionalism

• Strictly comply with the instructions by medical professionals on swallowing exercises, and prepare the necessary tools to provide appropriate training
• Identify the abnormal conditions during training and report to medical professionals</td>
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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

• Able to correctly perform swallowing exercises according to the instructions by medical professionals, and make reports accordingly.</td>
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Utilize Function Enhancing Technology
Code	110915L3
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to appropriately utilize function enhancing technology to perform relevant rehabilitation training, according to the elderly's activity ability, professional judgement, and the organization's procedures and guidelines, in order to improve the effectiveness of the service.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on function enhancing technology
	
	• Understand the types and functions of common function enhancing technology
	• Understand the application of function enhancing technology, such as: functions, research results, applicable subjects, usage methods software and hardware adjustments, safety rules, etc.
	• Understand the methods of storage and basic maintenance of function enhancing technology
	• Understand the elderly's care plan, activity and self-care ability, such as:
	   o Range of movement of upper and lower limbs
	   o Hand mobility
	   o Transfer and lower limb mobility
	   o Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs)
	   o Level of assistance required
	   o Rehabilitation goals, etc.
	• Understand the organization's procedures and guidelines on the use of function enhancing technology
	
	2. Utilize function enhancing technology
	
	• Guide the elderly persons on the appropriate use of function enhancing technology according to the recommendations and prescriptions by medical professionals
	• Ensure that safety measures are taken when using function enhancing technology, in order to prevent accidents and ensure the safety of the elderly persons and staff, such as:
	   o Ensure the stability of the equipment
	   o Inspect for damage
	   o Normal operation
	   o Ensure that it is operated by designated and sufficient manpower, according to the safety code
	   o Good performance
	   o Comply with the organization's guidelines, etc.
	• Instruct and assist the elderly persons in the use of function enhancing technology, such as:
	   o Explain the benefits and purpose of using the equipment
	   o Demonstrate the correct movements to the elderly persons

Unit of Competency is applicable across different functional areas

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- o Appropriately select and adjust the function enhancing technology according to the recommendations by medical professionals
  - o Use simple and clear instructions to guide the elderly persons on their training
  - o Patiently explain to the elderly persons about any queries they might have
  - o Correct the movements and postures of the elderly persons, etc.
- Ensure that the elderly persons and staff assisting the operation clearly understands the skills of using functional enhancing technology, so that they can be applied to the elderly's rehabilitation training
- Inquire and observe the elderly's use of function enhancing technology, and ensure that they understand the purpose and correct methods of using them
- Appropriately record the use of the function enhancing technology for future review and amendment purposes
- Conduct regular assessments for the elderly persons in order to understand the effectiveness of their use of function enhancing technology

3. Exhibit professionalism

- Strictly execute the recommendations and prescriptions by medical professionals on the elderly's use of function enhancing technology
- Ensure the elderly's safety and appropriate usage when assisting them in the use of function enhancing technology

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to correctly guide the elderly persons in the use of function enhancing technology, and take the necessary safety measures according to the recommendations and prescriptions of medical professionals; and
- Able to regularly assess the elderly's use of function enhancing technology, in order to understand the effectiveness.

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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	Performance Requirements
	1. Relevant knowledge on activities of daily living (ADLs)
	
	    Be able to
	• Understand relevant guidelines and protocols of the institution for ADL assessment
	• Understand the definition and types of ADLs, including
	    ○ Basic ADLs
	    ○ Instrumental ADLs
	• Understand the procedures in assessing ADLs, including
	    ○ 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:
	    ○ Barthel Index
	    ○ Instrumental Activities of Daily Living Scale, etc.
	• Understand other information needed to assess ADLs, such as
	    ○ 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
	
	2. Conduct ADL assessment
	
	    Be able to
	• 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
	    ○ 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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Unit of Competency

Functional Area - Clinical Care

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<td>
• Analyse and integrate the assessment result; identify the ADL limitations experienced elderlies and their respective causes

3. Exhibit professionalism

Be able to
• 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
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

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

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	Performance Requirements
	1. Relevant knowledge on cognitive function
	
	    Be able to
	• Understand the relevant protocols and guidelines of the institution regarding preliminary cognitive assessment
	• Understand the definition of cognitive ability and its scope, such as:
	    o Spatial orientation
	    o Memory
	    o Judgment
	    o Language ability
	    o Ability to concentrate
	• Understand the objective assessment tools to assess elderlies' cognitive ability, such as:
	    o MMSE
	    o Montreal Cognitive Assessment
	    o Dementia Rating Scale
	• Understand other information needed for assessment of cognitive ability, such as:
	    o medical history
	    o Educational level
	    o Visual and hearing abilities
	    o Occupation and nature of tasks
	    o 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
	
	2. Conduct cognitive assessment
	
	    Be able to
	• 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
	
	3. Exhibit professionalism

Functional Area - Clinical Care

	Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	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.

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

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	Performance Requirements
	1. Relevant knowledge on staff training
	
	    Be able to
	• Understand training programmes for rehabilitative care practitioners
	• Understand the aims and importance of providing staff training, for example,
	    o Improve staff's techniques in rehabilitation services
	    o Enhance the effects of rehabilitative therapy among elderlies
	    o Improve service quality and image of the institution
	• Understand training scope for rehabilitative care, for example,
	    o Assist elderlies to receive rehabilitation training
	    o Use rehabilitation equipment correctly
	    o Lift and transfer
	    o 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,
	    o Number of staff members trained
	    o Performance appraisals of staff
	    o Opinions of staff
	• Understand the recognized organizations or qualified professionals in the community providing relevant training
	
	2. Provide staff training on rehabilitative care
	
	    Be able to
	• 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,
	    o Specific content of training plan
	    o Suitable mode of training, for example, classroom lectures, workshops, and field trips

Unit of Competency is applicable across different functional areas

	○ 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
	    ○ Organize written and oral feedbacks from staff and trainers
	    ○ Document details of activities and all expenses in written form
	    ○ Save records properly
	
	3. Exhibit professionalism
	
	    Be able to
	  • Ensure the training contents are practical and useful to promote the quality of service provided by staff

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	
	  • 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	

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

Unit of Competency is applicable across different functional areas

Title	Plan Group Activities for the Elderly Persons
Code	110913L4
Range	This Unit of Competency is applicable to practitioners who provide planning services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to plan suitable group activities for the elderly persons according to the organization's elderly service policies, developmental guidelines and available resources, as well as the needs of the elderly, to improve their participation and social life.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on group activities for the elderly persons
	
	• Understand the organization's policies and guidelines on elderly services, such as:
	   o Objectives
	   o Styles and types
	   o Target groups, etc.
	• Understand the types of group activities for the elderly persons, such as:
	   o Therapeutic group
	   o Developmental
	   o Recreational activity
	   o Social
	   o Fitness exercise
	   o Health education
	   o Psychological counseling
	   o Mutual assistance and sharing, etc.
	• Understand the procedures and techniques for planning group activities for the elderly persons, such as:
	   o Set goals, expected results, needs and abilities of participants, and estimated number of participants
	   o Design the activity model
	   o Set the number of sessions and the duration of each session
	   o Objectives and content of each session
	   o Prepare the needed materials and manpower
	   o Financial budget
	   o Anticipated difficulties and their solutions, etc.
	• Understand the effective use of interactivity, to improve the motivation of the elderly persons to participate in groups
	• Understand the methods of assessing the effectiveness of group activities
	• Understand the skills of writing group activity plans/manuals
	
	2. Plan group activities for the elderly persons
	
	• Select the type of group activities and set goals to ensure that they meet the needs of the organization and elderly, according to the organization's service policy and resources
	• Plot and execute relevant details according to the elderly's group activity plan, such as:
	   o Plan recruitment methods, advertisement methods and registration time according to the group activities

Unit of Competency is applicable across different functional areas

	○ Set the objectives, allocate the content and time of each group session, according to the group activity goal ○ Budget the manpower, materials and finances of each session ○ Plan the revenue and expenditure, charges and procurement methods ○ Plan to lead different elements of the group activity, such as: warm-up, interactive games, sharing sessions, etc. - Design different assessment methods, including quantification and qualitative analysis, to assess the effectiveness of group activities, such as: ○ Overall and per session attendance rates ○ Observe participant reactions ○ Questionnaires ○ Post-session interviews ○ Individual assessment, etc. - Write group activity plans/manuals according to the organization's guidelines, such as: ○ Activity objectives ○ Target group and estimated number of participants ○ Session content and schedule ○ Location ○ Provision of materials ○ Financial budget ○ Anticipated difficulties and their solutions ○ Methods of assessing effectiveness, etc. 3. Exhibit professionalism - Carefully plan group activities suitable for the elderly persons according to their needs and abilities, so that the activities can achieve the expected goals and results - Establish good relationships with the elderly persons and provide emotional support and encourage them to actively participate
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to plan group activities that meet the needs of the organization and the elderly, according to the organization's elderly service policies, developmental guidelines and available resources; and - Able to design group activities in different methods to improve the elderly's motivation to participate.
Remark	Practitioners who perform this UoC possess knowledge on the organization's services and types of group activities for the elderly.

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

Functional Area - Common

Title	Utilize Non-Pharmaceutical Therapy to Relieve Pain
Code	110914L4
Range	This Unit of Competency is applicable to practitioners who provide elderly care and clinical care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to understand the physical conditions and pain of the elderlies, and provide appropriate non-pharmaceutical therapy prescribed by medical professionals, in order to relieve pain and improve their quality of life.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	
	1. Relevant knowledge on palliative care and non-pharmaceutical therapy
	
	• Understand the purpose and benefits of palliative care, such as:
	    o Relieve physical pain and emotional distress
	    o Provide comprehensive care, including the four pillars of life, such as: body, mind, social and spirit
	    o Reduce the use of invasive treatments, etc.
	• Understand the physical and psychological effects of pain on the elderlies, such as:
	    o Activity restrictions
	    o Insomnia
	    o Emotional problems, such as: pessimism, symptoms of depression, etc.
	    o Loss of appetite, etc.
	• Understand the types and effects of non-pharmaceutical therapy for pain relief, such as:
	    o Physiotherapy, using physical methods to relieve pain and relax the muscles, etc.
	    o Massage therapy, relaxes muscles and improves the quality of sleep
	    o Acupuncture therapy, using acupoint stimulation to relieve pain
	    o Rehabilitation and orthopedic aids, etc., improves the stress on joints and muscles by biomechanics and transferring force
	    o Divert attention and avoid over-focusing on personal symptoms
	    o Cognitive behavioral therapy, changes the elderly's ways of thinking, thereby regulating the elderly's feelings and responses to chronic pain
	    o Music therapy, relieves pain and emotions of depression, etc.
	• Understand the non-pharmaceutical therapy prescribed by medical professionals to relieve the elderly's pain
	• Understand the methods to assess pain and emotions
	2. Utilize non-pharmaceutical therapy to relieve pain
	
	• Review the contents of the elderly's individual care plans to understand their physical and pain conditions, such as the:
	    o Degree and nature of pain
	    o Location of pain
	    o Causes of pain and medical history
	    o Mobility and endurance
	    o Negative emotional and behavioral influences, etc.
	• Assist in providing the elderly's designated non-pharmaceutical therapy prescribed by medical professionals for relieving pain
	• Actively attend to the elderly's conditions, listen attentively, and relieve their emotions

Functional Area - Common

	• Encourage the elderlies to participate in other groups or recreational activities, divert their attention, prevent focusing on the pain, and avoid increasing negative influences
	• Continuously monitor the progress of non-pharmaceutical therapy, and review the effectiveness of treatments, such as:
	    o Changes in the degree of pain
	    o Emotional change
	    o Utilize objective assessment tools to measure the effectiveness, etc.
	• Appropriately adjust the intervention methods according to the review results, in order to achieve the best therapy effectiveness
	• Refer elderlies to other medical professionals as needed, such as: physiotherapists, traditional Chinese medicine practitioners, orthopedics, occupational therapists, etc., in order to provide them with further assessment and other non-pharmaceutical therapies, such as:
	    o Nerve stimulation therapy
	    o Acupuncture, massage therapy
	    o Rehabilitation and orthopedic aids
	    o Cognitive behavioral therapy
	    o Music therapy, etc.
	3. Exhibit professionalism
	
	• Strictly execute non-pharmaceutical therapy prescribed by medical professionals to relieve the elderly's pain
	• Able to show empathy, listen attentively, respect the elderly's choice of non-pharmaceutical therapy, and consider their family and cultural backgrounds
	• Understand that certain non-pharmaceutical therapies are restricted to the use of medical professionals only

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to provide appropriate non-pharmaceutical therapy according to the elderly's physical condition and degree of pain, as well as the prescription to relieve pain; and • Able to continuously monitor the progress of non-pharmaceutical therapy, make adjustments and referrals as needed, in order to relieve the elderly's pain and improve their quality of life.
Remark	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements 1. Relevant knowledge on quality of rehabilitation treatment Be able to • 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 2. Monitor the quality of rehabilitation treatments Be able to • 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 3. Exhibit professionalism Be able to • Provide suitable rehabilitation treatment according to the goals of treatment plan
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Ability to design and provide rehabilitation treatment to elderlies according to the content of rehabilitation of treatment plan;

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

Functional Area - Clinical Care

	• 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.

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant information on rehabilitative care plan
	
	    Be able to
	• Understand the skills and methods to assess elderlies' ability, such as
	    o Walking and balancing
	    o Activity of daily livings (ADLs)
	    o Instrumental activity of daily livings (IADLs)
	    o Cognitive ability, etc.
	• Understand the objective tools used to assess elderlies' ability
	• Understand relevant information about rehabilitative care for elderlies, including
	    o Competency of the carer
	    o Living environment
	• Understand the social resources available regarding elderly rehabilitation, including
	    o Elderly day care centres
	    o Day hospitals, etc.
	• Understand the skills needed to assess elderlies' rehabilitation needs
	• Understand the principles to formulate rehabilitative care plan
	
	2. Formulate rehabilitative care plan
	
	    Be able to
	• 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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Functional Area - Clinical Care

	• Document the formulated rehabilitative care plan properly in written form. 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on breathing exercises for elderlies
	
	    Be able to
	• 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:
	    o Pneumonia
	    o Chronic Obstructive Pulmonary Disease (COPD)
	    o Asthma
	• Understand the methods and skills to assess elderlies' respiratory system, such as:
	    o Correct interpretation of medical history
	    o Breathing rate
	    o Blood oxygen level
	    o Auscultation of lung sounds
	    o Characteristics of phlegm (e.g. colour, viscosity, amount)
	    o Ability to cough up and spit out phlegm
	    o 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
	
	2. Teach elderlies to perform breathing exercise
	
	    Be able to
	• 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:
	    o Monitor elderlies' performance when performing breathing exercises
	    o Demonstrate the correct way to perform breathing exercises
	    o 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

Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Elderly rehabilitation and basic nursing knowledge
	
	    Be able to
	• Understand elderlies' physical conditions and relevant information, including:
	     o Medical history
	     o Treatment currently receiving
	     o Reasons for consultation and admission
	     o Financial status
	     o Home environment
	• Understand the skills to assess elderlies' level of mobility and the content of such assessment, including:
	     o Range of motion of joints
	     o Muscle strength, endurance, visual acuity and balancing ability
	     o Ability to sit straight, walk and transfer
	• Understand various types of walking aids and relevant information, such as:
	     o indications
	     o Characteristics, benefits and drawbacks
	     o Methods of use and limitations
	     o Maintenance
	     o Methods of measurement
	• Understand the skills to observe and instruct elderlies to use walking aids
	
	2. Train elderly to use walking aids
	
	    Be able to
	• 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:
	     o Types of walking aids used
	     o Weight bearing
	     o Walking distance
	     o How much assistance is needed

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Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on assessing musculoskeletal functions
	
	Be able to
	• Understand anatomy of muscles, bones and joints
	• Understand standard procedure to assess musculoskeletal functions, including
	    o Subjective Assessment
	    o Objective Assessment
	• Understand the methods and skills to assess subjective musculoskeletal functions, including
	    o Medical history
	    o Pain
	    o How the injury happened.
	• Understand methods and skills to assess objective musculoskeletal functions, including
	    o Inspection, palpation, percussion
	    o Testing muscle strength and endurance
	    o Measuring range of motion of joints
	    o Special tests, such as impingement test, Allen test etc.
	    o 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
	    o Basic assessment tools, such as goniometer
	    o 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
	
	2. Perform musculoskeletal function assessment
	
	Be able to
	• 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

Specification of Competency Standards
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Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on rehabilitation devices
	
	    Be able to
	• Understand the definition, concepts and principles of rehabilitation
	• Understand the definition of 'Occupation', including
	    o Activities of daily living (ADLs)
	    o Work
	    o Leisure
	• Understand the aims of using rehabilitation devices, such as:
	    o Improve elderlies' functional abilities, so that they can live with less assistance from others
	    o Reduce the effort required to perform tasks, making them less tiring
	    o Provide appropriate stability
	    o Improve environment
	• Understand the types of rehabilitation devices, such as:
	    o Daily living tools, such as cutlery and dressing assistance devices
	    o Mobility aids, such as walking aids and wheelchair
	    o 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:
	    o Ability of elderlies, such as muscle strength, level of mobility, and self-care ability in daily life
	    o Environmental factors, such as architectural limitation, whether elderlies are living with family, and facilities at home
	    o 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:
	    o Structure of the device
	    o Accessibility and adaptability
	    o Comfort and endurance
	    o Make use of elderlies' current ability effectively
	    o Easy to be mastered by users
	    o Preferences of elderlies or their carers
	• Understand human anatomy and mechanics, such as:
	    o Anatomy and physiology of musculoskeletal and neurological systems
	    o Mechanics and biomechanics
	    o Ergonomics etc.
	• Understand methods and skills to design rehabilitation devices, such as:

Functional Area - Clinical Care

	o create design drawings
	   o Choose appropriate materials
	
	2. Design rehabilitation devices
	
	   Be able to
	• 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:
	   o Neuromuscular control
	   o Inadequate range of motion of joints
	   o 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:
	   o Interviews
	   o Questionnaires
	• Review the use of rehabilitation devices regularly, make proper adjustment, provide repair and maintenance, according to:
	   o Elderlies' improvement in functional abilities
	   o Changes in environment that affect the performance of rehabilitation devices.
	
	3. Exhibit professionalism
	
	   Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements 1. Relevant knowledge on training of the rehabilitation practitioners Be able to • Understand relevant theories on human resources management • Understand resources available for deployment in the department, including: o Money o Time o Venue o Relevant expertise and skills • Understand the scope of rehabilitation training, such as: o Assisting elderlies to receive rehabilitation training o Proper use of rehabilitation equipment and supplies o Lifting and transfer o 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: o Performance appraisal o Feedback from practitioners o Feedback from elderlies and their family • Understand the qualified and recognized organizations or professionals available in the community that provide relevant training 2. Formulate staff training programme on rehabilitation treatment Be able to • 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

Unit of Competency is applicable across different functional areas

	• 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 3. Exhibit professionalism Be able to • Ensure training programmes can improve rehabilitation staff's skills in providing rehabilitation care and service quality
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

Functional Area - Clinical Care

Title	Develop Safety Codes for Rehabilitation Exercises
Code	110798L5
Range	This Unit of Competency is applicable to practitioners who provide management work in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop relevant safety guidelines according to the scope of the organization's rehabilitation exercises, the medical knowledge on rehabilitation, the professional qualifications of the staff and the characteristics of the service target, in order to protect the elderly persons receiving the service and the staff providing assistance.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on rehabilitation exercise safety
	
	• Understand the definition and scope of rehabilitation exercises, such as:
	    o Strength training
	    o Active joint training
	    o Active assisted joint training
	    o Passive joint training
	    o Cardiorespiratory training
	    o Breathing exercises
	    o Balance training, etc.
	• Understand the required knowledge and application for the safety of rehabilitation exercises, such as:
	    o Indications and contraindications of various types of rehabilitation exercises
	    o Skills to assist the elderly persons in rehabilitation exercises
	    o Techniques for measuring vital signs
	    o Support and transfer skills
	    o Correct use of rehabilitation equipment and related auxiliary tools, etc.
	• Understand the types and target groups of the organization's rehabilitation exercises, as well as the relevant training provided to their staff
	• Understand the staff's knowledge, skills and qualifications in rehabilitation exercises
	• Understand the importance of safety codes on the service users and staff
	
	2. Develop safety codes for rehabilitation exercises
	
	• Comprehensively analyze the types of rehabilitation training provided to the elderly persons, the elderly's characteristics, the venues of the provided services, and develop relevant guidelines for rehabilitation exercises
	• Develop safety procedures for providing rehabilitation exercises, such as:
	    o Provide the basic rehabilitation knowledge required by the staff
	    o Preparations before the exercise
	    o Assess the elderly's physical conditions
	    o Comply with the instructions by medical professionals when providing rehabilitation exercises
	    o Skills to assist in rehabilitation exercises
	    o Situations where the exercise should be immediately stopped
	    o Information and situations that require reporting to medical professionals, etc.

Functional Area - Clinical Care

	• Develop staff training to ensure that they understand and comply with the safety codes of rehabilitation exercises, and execute the relevant guidelines to ensure safety • Develop procedures to manage accidents or injuries, and store the relevant records • Establish mechanisms to regularly execute and review the relevant safety guidelines, and store the related documents in all the relevant service units for future reference purposes 3. Exhibit professionalism • Consider the safety of the elderly persons and staff when developing safety guidelines for rehabilitation exercises • Establish training mechanisms so that the staff understands and executes the organization's safety codes and guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the types of rehabilitation exercises provided by the organization for the elderly persons, the elderly's characteristics, the venues of the provided services, and develop relevant guidelines for different rehabilitation exercises, regularly review and revise them as needed; and • Able to develop training programs for the staff on the safety of rehabilitation exercises, so that the staff understands and complies with the organization's guidelines.
Remark	

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

Functional Area - Clinical Care

Title	Design Mobility Devices
Code	110799L5
Range	This Unit of Competency is applicable to practitioners who provide assistive mobility devices for the elderly persons in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess the elderly's travel needs and design suitable and feasible mobility devices.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on designing mobility devices
	
	• Understand the definition, philosophy and purpose of travel, such as:
	   o Indoor activities
	   o Outdoor (in-community) activities
	   o Outdoor (outside community) activities, etc.
	• Understand the purpose of designing mobility devices, such as:
	   o Strengthening indoor self-care ability
	   o Strengthening community participation and integration
	   o Strengthening interaction with people, etc.
	• Maintain good sitting or walking postures
	• Understand the types of mobility aids, such as:
	   o Taxi
	   o Three/four-legged crutches
	   o Walking frame
	   o Walker with reel
	   o Auxiliary shopping cart
	   o Wheelchair
	   o Other special equipment or modified equipment that help with travel, etc.
	• Understand the evaluation items needed to design mobility devices, such as:
	   o For the elderly: measure muscle strength, joint mobility, endurance, skin condition, pressure distribution, biomechanical evaluation, cognitive ability when using the equipment, daily living self-care ability
	   o Environmental Factors: specify the size of living space and room distribution, outdoor environment, community environment, etc.
	   o Other factors: family support, financial ability, the elderly's willingness to use the aid
	• Understand the factors that need to be considered when designing mobility devices, such as:
	   o Structural complexity
	   o Appearance
	   o Comfort
	   o Affordability
	   o Whether the elderly can use the aid under instruction
	   o Whether the related aid is easily obtainable, etc.
	• Understand the normal body structure of a human, such as:
	   o Anatomy and physiology
	   o Human body kinesiology

Functional Area - Clinical Care

	o Human body ergonomics, etc.
	• Understand the skills of designing mobility devices, such as:
	    o Drawing designs
	    o Choosing suitable production materials
	    o How to make modifications to the aid, etc.
	
	2. Design mobility devices
	
	• Assess and measure the basic physical abilities and self-care abilities of the elderly
	• Analyze the abilities of the elderly and the reasons for their difficulties, such as:
	    o Insufficient joint mobility
	    o Muscle weakness
	    o Motivation for travel
	    o Incompatibility of environment and travel equipment, etc.
	• Suggest and design suitable mobility devices for the elderly based on the relevant assessment results
	• Design and produce related mobility devices for the elderly, and test their safety
	• Continue to monitor the elderly's use of mobility devices and identify areas for improvement, such as:
	    o Direct observation
	    o Family's report
	    o Staff's report, etc.
	• Regularly review the use of mobility devices to find areas for improvement to suit the abilities and living environment of the elderly
	
	3. Exhibit professionalism
	
	• Ensure that mobility devices can be designed based on assessment results, measurement data and data integration
	• Ensure that the appliance is used by the elderly only after testing
	• Establish a regular inspection period to ensure that the designed travel aid can be used in response to changes in the conditions of the elderly and their environment

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to design suitable mobility devices for the elderly according to the collected the assessment data, and the consideration elements of the design of the mobility devices; • Able to correctly design, purchase, and test mobility devices for the use of elderly and their caregivers; and • Able to set standards for the use on mobility devices based on the integrated conditions of use by the elderly, and the combined opinions of caregivers.
Remark	

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

Functional Area - Clinical Care

Title	Perform Fall Risk Assessment
Code	110800L5
Range	This Unit of Competency is applicable to practitioners who provide clinical care or rehabilitation services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to comply with the organization's fall prevention guidelines and identify various factors that causes falls in the elderly persons, perform corresponding fall risk assessment, analyze the assessment results, make appropriate recommendations, and write fall risk assessment reports.
Level	5
Credit	9 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on fall risk assessment
	
	• Understand the external and internal causes of falls in the elderly persons, including:
	   o External causes: wet and slippery floors, uneven surfaces, obstacles, unsuitable chairs or stools, home environment, facility safety, maintenance and use of walking aids or wheelchairs, etc.
	   o Intrinsic causes: unclear vision, weakened balance, drug influence, etc.
	• Understand the methods of assessing the elderly's physical function
	• Understand the objective and standardized assessment forms for assessing the risk of falls in the elderly persons, such as:
	   o Morse fall scale
	   o Johns Hopkins fall risk assessment tool for home health care
	   o Berg Balance Scale
	   o Time up and go test
	   o Postural sway test, etc.
	• Understand the statistical records of the falls of the elderly persons in the service unit/center, such as:
	   o Personal data and medical records of the elderly persons who fell
	   o Details of the fall incident, such as: time, location, activities at the time of the incident, injury, treatment methods, etc.
	• Understand the organization's clinical guidelines and standard requirements for the assessment and prevention of falls
	• Understand the methods and techniques of analyzing the results of fall risk assessments
	• Understand the methods of recording the results of fall risk assessments
	
	2. Perform risk fall assessment
	
	• Assess the fall risks of the elderly persons, especially those who are newly admitted, discharged from hospital, and weakened, including:
	   o Intrinsic factors, such as: age, vision, fall records, activity ability, cognitive ability, mediation records, incontinence, balance ability, psychological factors, etc.
	   o External factors, such as: whether there are slippery, uneven floors, obstructions, the height of chairs or stools, safety of the environment and facilities, the maintenance and use of walking aids or wheelchairs, restraints, such as: urinary catheters, nasal cannulas, etc.
	• Correctly use the appropriate scales/scores to identify and determine the elderly persons at risk of falls

Functional Area - Clinical Care

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- Observe and assess the physical conditions and environment of the elderly persons during the daily nursing and care work of staff, and pay attention to potential fall risks
- Analyze the degree of fall risks in the elderly persons, and the high-risk factors that cause falls, and make appropriate recommendations
- Able to record detailed assessment results and appropriately store them for reference purposes when developing fall prevention plans
- Able to regularly perform assessments for the elderly persons in need, and ensure their fall risks are continuously monitored

3. Exhibit professionalism

- Objectively and accurately assess the elderly's fall risk
- Able to write fall risk assessment reports and make appropriate recommendations
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to assess various factors that cause falls in the elderly persons according to the organization's guidelines and procedures for assessing fall risks;
- Able to correctly utilize appropriate scales to accurately assess in detail the elderly's fall risks; and
- Able to write fall risk assessment reports, and make appropriate recommendations for the elderly persons.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Select Suitable Function Enhancing Technology for the Elderly Persons
Code	110916L5
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to determine the suitable function enhancing technology for the elderly persons, according to their needs, professional knowledge on gerontechnology related function enhancing technology, and perform professional analysis and comparisons on function enhancing technologies for the elderly persons.
Level	5
Credit	9 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on function enhancing technology
	
	• Understand the performance assessment tools and their applications, such as:
	    o Elderly Mobility Scale
	    o Berg Balance Scale
	    o Barthel Index
	    o Instrumental Activities of Daily Living (IADLs) Scale, etc.
	• Understand the methods to assess the elderly's needs and required assistance in improving function, such as:
	    o The goals of their personal care plan
	    o Mobility
	    o Self-care ability
	    o Transfer and walking ability
	    o Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs)
	    o Economic status
	    o Living environment
	    o The resources and abilities of the carers and their support network, etc.
	• Understand the methods to understand and integrate the types and application methods of common function enhancing technology, such as:
	    o Interactive functional training platform
	    o Psychomotor ability training equipment
	    o Smart Floor/Smart Interactive projector
	    o Power arm
	    o Equipment for multifunctional coordination and agility training
	    o Equipment for dynamic standing training
	    o Virtual reality rehabilitation system with biofeedback, etc.
	• Understand the methods to inspect and integrate the information of common function enhancing technology, such as: assistance scope, function characteristics, related effectiveness research, applicable target groups, operation complexity, required training, price, etc.
	• Understand the methods to assess the benefits of the product on the elderly persons and their carers, such as:
	    o To improve the elderly's quality of life
	    o To reduce the burden and pressure of nursing staff and carers

Unit of Competency is applicable across different functional areas

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    o   To increase the elderly's interest in participating in training and sense of commitment, etc.

2. Select suitable function enhancing technology for the elderly persons

- Set goals for using gerontechnology according to the elderly's needs and required assistance in improving function, such as:
  - o Identify the elderly's needs in improving function according to the goals of their care plans
  - o Analyze the types of function enhancing technology suitable for the elderly persons, according to their mobility, self-care ability, level of assistance required, needs, environment and economic conditions, etc.
- Compare the information of similar equipment in conjunction with the above-mentioned analysis, and find the most suitable technology for the elderly persons, such as:
  - o Whether it can be used to improve the elderly's functional impairment
  - o Research results and literature support on its effectiveness
  - o Whether it is suitable for the elderly persons, such as: whether it can be operated by itself, whether the carer can provide assistance, model and size, etc.
  - o Is the operation of the technology too complex, including hardware and software operations, and whether the required training can be provided
  - o Is the price affordable, etc.
- When selecting the equipment, the opinions of the elderly persons, carers and the expected usage conditions, should be explained and discussed, such as: required training, storage and maintenance plan, required funding, expected effectiveness, etc.

3. Exhibit professionalism

- Identify the elderly's needs in improving their functions, the organization's resources, and select the most appropriate and effective technology
- Understand the information on the industry's functional enhancing technology, and select those that meet the elderly's needs

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to select appropriate function enhancing technology according to the elderly's needs, and compare the functions, effectiveness and methods of use of various equipment on the market; and
- Able to consider the opinions of the elderly persons and their carers when selecting suitable function enhancing technology, and select those that meet the elderly's needs.

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Specification of Competency Standards
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Unit of Competency

Functional Area - Management

Title	Execute Emergency Guidelines
Code	110857L3
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to understand the emergency handling guidelines developed by the organization, and execute the corresponding work and response measures, according to the nature of the emergencies, in order to protect the organization's operations and personal safety.
Level	3
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on managing emergencies
	
	• Understand the emergency handling guidelines developed by the organization, such as: purpose, staff positions and responsibilities, handling procedures, aftermath work, etc.
	• Understand the professional attitudes and behavioral ethics that should be adopted when executing the guidelines, such as:
	   o Keep calm
	   o Stay on the job
	   o Maintain good work efficiency, etc.
	• Understand the nature of emergencies that the organization may face, such as:
	   o Natural disasters
	   o Man-made disasters
	   o Accidents, disasters, etc.
	
	2. Execute emergency guidelines
	
	• Understand the purpose of the guidelines and strictly comply with its principles when executing emergency guidelines, such as:
	   o Prioritize the safety of life
	   o Minimize the impact of emergencies on the organization's operations/service
	   o Resume the organization's normal operation as soon as possible
	• When the organization encounters an emergency; follow the emergency guidelines to perform the suitable emergency response, such as:
	   o Identify the nature of the emergencies and perform corresponding contingency measures
	   o Perform duties according to the established/allocated jobs
	   o Perform work according to the established action plans and procedures
	   o Maintain professional attitudes during the process, in order to appease the affected people, etc.
	• After completing the emergency handling procedures; accurately and clearly record the entire process, and submit it to the senior/supervisor for review and storage purposes
	• According to the organization's guidelines and the laws; perform regular repairs and maintenance of water and electricity systems, as well as keeping the organization's environment clean and tidy, in order to prevent the occurrence of related emergencies
	• Regularly conduct emergency drills to ensure that the staff and elderly persons understand the procedures and contingency measures when emergencies occur
	• Conduct regularly staff training to ensure that they understand the concepts, knowledge and skills to handle emergencies

Specification of Competency Standards
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Unit of Competency

Functional Area - Management

	3. Exhibit professionalism • Able to understand the content of the guidelines and strictly comply with them • Prioritize personal safety when executing the guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the emergency handling guidelines developed by the organization, and execute contingency measures, according to the nature of the emergencies, in order to protect the organization's operations and personal safety; and • Able to perform preventive measures and staff training, in order to reduce the chance of emergencies.
Remark	

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant knowledge to monitor signs and symptoms of diseases
	
	    Be able to
	• 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:
	      o Blood pressure and body temperature chart
	      o 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
	
	2. Monitoring elderlies' signs and symptoms
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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:

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

	• 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.

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

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	Performance Requirements
	1. Basic knowledge of collection of urine and stool specimens
	
	    Be able to
	• 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
	
	2. Collect urine and stool specimen
	
	    Be able to
	• 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:
	    ○ 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:
	    ○ 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:
	    ○ 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:
	    ○ Use diapers
	    ○ Use Paul's tube
	• Properly handle the urine and stool samples, such as:
	    ○ 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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Knowledge of urinary catheter care
	
	    Be able to
	• Understand the basic anatomy of the uro-genital system, including:
	    o urinary bladder
	    o urethra
	• Understand the common types of urinary catheters and their operating mechanism
	• Understand the complications caused by indwelling urinary catheters, such as:
	    o urinary tract infections
	    o urinary retention
	    o 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
	
	2. Provide urinary catheter care
	
	    Be able to
	• provide proper urinary catheter care according to the relevant guidelines and protocols, such as:
	    o the urine collection bag should be positioned below the urinary bladder
	    o keep the drainage system sealed
	    o keep the urinary catheter clear
	    o stabilize the position of the urinary catheter
	    o clean the urethral opening and the surrounding skin regularly
	• empty the urine collection bag at regular intervals
	    o adapt standard precautions, wear gloves and wash hands
	    o use alcohol to clean the opening of the drainage system
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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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Unit of Competency

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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.

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

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	Performance Requirements
	1. Relevant knowledge on urinary incontinence care
	
	    Be able to
	• Understand the definition of urinary incontinence, the types and causes
	• Understand the negative impacts of urinary incontinence, for example:
	      ○ 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:
	      ○ commodes
	      ○ spill-proof urinals
	• Understand the use of different types of incontinence products, including:
	      ○ incontinence pants
	      ○ diapers
	• Understand the relevant urinary incontinence care guidelines
	
	2. Provide urinary incontinence care
	
	    Be able to
	• Conduct training procedures properly as designed by healthcare professionals according to the assessment results of elderlies incontinence condition, such as
	      ○ 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:
	      ○ 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
	
	3. Exhibit professionalism
	
	    Be able to

Functional Area - Clinical Care

	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
1. Relevant knowledge on faecal incontinence care

    Be able to
- Understand the causes of faecal incontinence
- Understand the negative impacts of faecal incontinence, for example:
  - 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:
  - commodes
  - bedpans
- Understand the use of different types of incontinence products, including:
  - incontinence pants
  - diapers
- Understand the relevant incontinence care guidelines

2. Provide faecal incontinence care

    Be able to
- Conduct appropriate care procedures and training according to the care plan or training plan designed by healthcare professionals, for example:
  - 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:
  - 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

3. Exhibit professionalism

    Be able to
- 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 |

Specification of Competency Standards
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Functional Area - Clinical Care

	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Knowledge on pressure sores
	
	    Be able to
	• 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:
	    o reduce localized pressure on skin
	    o avoid shearing force and frictional force on skin
	    o provide day-to-day skin care
	    o monitor the skin condition of elderlies continuously
	• Understand the needs of care for pressure sores prevention in different individuals' personal basic care plans.
	
	2. Prevention of pressure sores
	
	    Be able to
	• 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:
	    o assist elderlies to change position and turn their bodies regularly
	    o use proper techniques and tools to reduce frictions and abrasions during transfer
	    o keep skin clean and dry, use emollient cream to prevent dryness
	• Notify healthcare professionals promptly if there are signs of pressure sores development
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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

Functional Area - Clinical Care

	• 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	

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

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	Performance Requirements
	1. Knowledge on scabies
	
	    Be able to
	• 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:
	    o use personal protective equipment
	    o isolate the patient
	    o administer proper medications, for example topical scabicidal medications and anti-pruritic agents
	    o eliminate mites and their eggs that cling on to personal items of the patient
	• Understand the guidelines of the institution regarding scabies management
	
	2. Handling cases of scabies
	
	    Be able to
	• Handle cases of scabies properly according to the relevant guidelines and protocols of the institution, including:
	    o wash hands before and after contacting the patient
	    o wear personal protective equipment, such as gloves and gowns; clean the personal items of the patient
	    o perform isolation measures, such as using a separate room
	    o wash hands and change uniform immediately after contacting the patient
	• Handle the personal items of the patient and their carers properly
	    o wash the clothes and beddings of the patients separately
	    o Wash and disinfect items at high temperature
	    o 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:
	    o help them apply topical scabicidal medication
	    o apply anti-pruritic agent if needed
	• Document properly the date of scabicidal medication use and the relevant procedures
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

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

Functional Area - Clinical Care

	• Be mindful of the anxiety and discomfort elderlies may experience; offer comfort and support
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Knowledge related to constipation
	
	    Be able to
	• Understand the common definitions and symptoms of constipation, such as:
	    o Decrease in frequency of passing stool
	    o Difficulty passing stool
	    o Hard and dry stool
	• Understand the causes of constipation among elderlies, such as:
	    o Lifestyle habits, including: diet, bowel habits, activity or exercise level
	    o Chronic diseases, including: diabetes, stroke
	    o 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
	
	2. Prevention of constipation
	
	    Be able to
	• Understand the bowel movements among elderlies, such as:
	    o frequency of passing stool
	    o Nature of stool
	• Encourage elderlies to develop regular bowel habits and improve their diets, including:
	    o Arrange for and encourage elderlies to eat food rich in dietary fibre, vegetables and fruits
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to

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Functional Area - Clinical Care

	• 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	The integrated outcome requirements of this unit of competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on helping elderlies with impaired mobility perform daily activities
	
	    Be able to
	• Understand elderlies' activity level and conditions, such as:
	    ○ Mobility level
	    ○ Sense of Balance
	    ○ Ability to walk
	    ○ Walking aids .currently in use
	• Understand the assistive walking devices used by the elderly, .
	    ○ Foot splint
	    ○ Girdle
	    ○ Arm sling
	• Understand the basic knowledge required in assisting elderlies with impaired mobility, including:
	    ○ 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:
	    ○ 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.
	
	2. Assisting elderlies with impaired mobility perform daily activities
	
	    Be able to
	• 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
	    ○ 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:
	    ○ Use proper techniques to lift and transfer the elderly; ensure the safety of both employees themselves and the elderly

Unit of Competency is applicable across different functional areas

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○ 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

3. Exhibit professionalism

Be able to

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

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<tr>
<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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

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<td>Remark</td>
<td>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.</td>
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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, predicable, 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	Performance Requirements
	1. Relevant knowledge on helping elderly use assistive devices
	
	    Be able to
	• Understand elderlies' mobility level and their conditions, such as:
	    o Range of movement of upper limbs
	    o Hand movement
	    o Ability to move themselves and lower limb mobility
	• Understand common types of assistive devices, such as:
	    o Bathing chairs and bath boards
	    o Assistive dinnerware and cooking devices
	    o Long-handled reaching aids and grabber tools
	    o Commodes
	    o Fixed and mobile handrails and grab bars
	    o 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
	
	2. Help elderlies use assistive devices
	
	    Be able to
	• Provide appropriate assistance based on elderlies' mobility level and their needs for assistive devices, such as:
	    o Explain and demonstrate to the elderly the proper method of use
	    o Practise using those devices with the elderlies and correct their mistakes
	    o Use simple command to guide elderly
	    o Assist elderlies to put on assistive devices
	    o Assist elderlies when they are transferred
	    o Encourage elderlies to practise using the devices frequently.
	• Take safety measures to avoid accident when using assistive devices such as:
	    o Commodes should be placed next to the elderlies' beds
	    o Use correct techniques to lift and transfer the elderlies and ensure both employees themselves and the elderlies are safe
	    o Ensure .handrail and grab bars are secure and sturdy
	• Consult with healthcare professionals if any problem arises when helping elderlies use the assistive devices
	
	3. Exhibit professionalism
	
	    Be able to

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

Unit of Competency is applicable across different functional areas

	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements 1. Relevant knowledge on helping elderlies use hearing/visual aids 　Be able to • Know elderlies' visual and auditory abilities • Understand hearing/visual aids commonly used by elderlies, such as: 　o Hearing aid 　o Telephone amplifier 　o Communication board 　o Magnifier 　o Glasses 　o Electronic devices with magnified display. • Understand the methods of use for various hearing/visual aids and issues that need special attention 2. Assist elderly in using hearing/visual aids 　Be able to • Provide appropriate assistance based on the visual and auditory abilities of the elderlies and their needs for hearing/visual aids, such as: 　o Explain and demonstrate to the elderly the proper way to use them 　o Practise using those devices with the elderlies and correct their mistakes 　o Use simple command to guide elderlies 　o Help elderlies putting on hearing/visual aids 　o 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 3. Exhibit professionalism 　Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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.

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

Remark	

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

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	Performance Requirements
	1. Relevant knowledge on transfer techniques
	
	    Be able to
	• Understand elderlies' mobility level and their conditions, including:
	    o Bed mobility
	    o Sit to stand transfer
	    o Bed to chair transfer
	    o Sitting and standing ability
	    o 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
	
	2. Use correct transfer techniques
	
	    Be able to
	• 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:
	    o Prepare the environment, remove obstacles to free up spaces
	    o Ensure an elderly is wearing appropriate clothing and footwear
	    o Put on proper attire and groom yourself properly, for example tying long hair up and removing all accessories you're wearing
	    o Prepare appropriate walking aid or wheelchair and ensure it is functioning normally
	    o 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:
	    o Stay close to an elderly and shorten the distance from load
	    o Rotate your legs and do not bend your lower back
	    o Perform lifting and transfer within your capacity
	    o Bend your knees and keep your centre of gravity low
	    o Lock the wheelchair

Unit of Competency is applicable across different functional areas

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○ Allow sufficient time for the lifting and transfer
Give appropriate command to an elderly so that they will comply and cooperate

3. Exhibit professionalism

Be able to

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

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

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.

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

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	Performance Requirements
	1. Relevant knowledge on preparing special meals
	
	Be able to
	• 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:
	    o Use thickener
	    o Mash the food
	• Understand the basic dietary principles for elderlies with diseases, for example,
	    o Patients with diabetes should control their intake of carbohydrates in each meals
	    o Patients with high blood cholesterol level should avoid food with high cholesterol content, such as seafood, egg yolk, and offal.
	    o Patients with high blood pressure should control their intake of salt
	• Understand specific dietary preference or habits of elderlies, for example:
	    o Some elderlies may consume a vegetarian meal on the1st and 15th Day of each month on lunar calendar
	    o Include festive food on the menu when appropriate, such as sugar-free moon cake on Mid-Autumn Festival
	
	2. Preparing special meals
	
	Be able to
	• Perform the procedures of preparing special diet meals according to the guidelines of the institution and advice from healthcare professionals, such as:
	    o Use kitchen tools and utensils properly, for example, juicer, blender and sieve.
	    o Ensure food and cooking utensils are clean and hygienic
	    o Cook the food thoroughly before mashing into paste
	    o Use thickener properly
	    o 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,

Unit of Competency is applicable across different functional areas

	pumpkin, tomato, boiled and mashed egg yolks, jam, .and fruit puree, to make the dishes more attractive 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Execute Measures to Prevent Falls
Code	110781L2
Range	This Unit of Competency is applicable to practitioners who provide nursing services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to comply with the organization's falls prevention guidelines and recommendations by medical professionals, identify fall risks for the elderly persons, execute corresponding falls prevention measures for the service unit/center and the elderly's home, and provide appropriate guidance to the elderly persons, in order to reduce their risks of accidental falls.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on falls prevention for the elderly persons
	
	• Understand the basic knowledge of the organization's falls prevention guidelines and measures, and the causes of falls in the elderly persons
	• Understand the impact of a fall in the elderly
	• Understand the general falls prevention measures for the elderly persons, such as:
	   o Improve home environment
	   o Improve daily habits
	   o Improve activity ability, etc.
	• Understand the fall risk assessment and falls prevention advices by medical professionals for the elderly persons
	
	2. Execute measures to prevent falls
	
	• Execute improvement measures in the home environment according to the assessment results and recommendations by medical professionals to prevent the elderly persons from falling, such as:
	   o Tidy up the places that pose a risk to falls, such as: remove sundries, keep the ground dry, etc.
	   o Utilize auxiliary tools, such as: armrests, shower chairs, walking aids, etc.
	   o Utilize furniture of suitable height, such as: chairs, beds, etc.
	   o Store commonly used items in places that are easily accessible to the elderly persons, etc.
	• Correct the elderly's inappropriate behaviors according to the falls risk assessment results by medical professionals, in order to prevent them from falling, such as:
	   o Avoid wearing slippers and encourage them to wear non-slip shoes
	   o Remind them to wear suitable glasses to improve their vision
	   o Wear well-fitted clothes, footwear, etc.
	• Assist the elderly persons to improve their mobility and prevent falls, according to the mobility assessment results and recommendations by medical professionals, such as:
	   o Instruct the elderly persons to exercise, improve joint function and strengthen the muscle strength of their lower limbs, so that their balance improves
	   o Instruct the elderly persons with incontinence to perform pelvic floor exercises to reduce the risks of accidents
	   o Instruct the elderly persons on the correct use of walking aids, etc.
	• Strengthen the elderly's awareness on falls prevention, provide appropriate guidance in their daily care, and observe their execution of fall prevention measures, such as:

Functional Area - Clinical Care

	- During daily work, monitor the living environment of the organization or the elderly's home, tidy up the places that pose a risk to falls, and report to relevant service units/centers for follow-up purposes, report to their family members as well if the elderly lives alone - Report to medical professionals, if the elderly is at a high risk of falling, so that they can perform assessments, etc. 3. Exhibit professionalism - Strictly execute measures to prevent falls in order to reduce accidents and protect the elderly's safety - Attend to the elderly's insights, the familiarity and adaptation to their living environments, in order to improve their confidence in preventing falls
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to execute corresponding environmental improvement measures according to the organization's falls prevention guidelines, in order to prevent the elderly persons from falling; and - Able to comply with the falls prevention advices by medical professionals and assist in providing appropriate guidance to the elderly persons to reduce their risks of falling.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Escort the Follow-Up Consultation
Code	110899L2
Range	This Unit of Competency is applicable to practitioners who provide home support services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to utilize relevant knowledge and skills to escort the elderly persons to their follow-up consultations, according to the organization's guidelines and procedures and the elderly's needs, in order to ensure the elderly's safety.
Level	2
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's follow-up consultations
	
	• Understand the organization's guidelines and procedures on escorting the elderly persons to follow-up consultations
	• Understand the organization's guidelines on occupational safety and health
	• Understand the purpose of escorting the follow-up consultation, such as:
	   o Accompany the elderly persons to their follow-up consultations to ensure their safety
	   o Assist the elderly persons to deliver and receive medical information, etc.
	• Understand the time and location of the elderly's follow-up consultation, and the required transportation
	• Understand the relevant service content and required skills
	• Understand the items and information that the elderly persons need to prepare for their follow-up consultations, such as:
	   o Identification documents
	   o "Certificate for Picking Up or Setting Down of Passengers with Disabilities in Restricted Zones"
	   o Remaining medication
	   o Follow-up consultation card and appointment paper
	   o Test samples
	   o Pocket medication
	   o Water and food
	   o Adequate finance
	   o Mobility aids/wheelchairs, etc.
	• Understand the information that needs to be provided to and received from medical professionals during follow-up consultations, such as:
	   o Medications
	   o The disease progression and follow-up plan
	   o Signs and symptoms, etc.
	• Understand the elderly's physical condition and the assistance they require, such as:
	   o Chronic disease
	   o Cognitive ability
	   o Mental state
	   o Activity and endurance, etc.
	• Understand the special safety measures for escorting the elderly persons to their follow-up consultations, such as:
	   o Prevent the elderly persons with dementia from getting lost
	   o Take precautions against falls in elderly persons with limited mobility, etc.

Unit of Competency is applicable across different functional areas

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- Understand the transportation resources to help escort the elderly persons to their follow-up consultations, such as:
  - Rehabus
  - Accessible hire car service
  - Wheelchair accessible taxi, such as: diamond cab, SynCab, etc.
  - Non-emergency ambulance services
  - Special vehicles arranged by the organization, etc.

2. Escort the follow-up consultation

- Understand the elderly's condition and needs from the senior/supervisor and prepare the related materials according to the organization's guidelines and procedures on escorting the elderly persons to follow-up consultations, such as: support belts, walking aids, etc.
- Arrange suitable transportation in advance to escort the elderly persons to their follow-up consultations according to the target location and their physical conditions
- Perform pre-departure preparations, such as:
  - Check the elderly's items and information required for their follow-up consultations
  - Prepare suitable walking aids
  - Notify and encourage the elderly's family members to accompany them in their follow-up consultations, etc.
- Understand the elderly's condition from relevant staff, and report it to medical professionals, assist the elderly persons in receiving information and professional advice
- If the medical professionals recommend the elderly to be immediately admitted into the hospital, immediately report the situation to the elderly's family members and obtain their consent, assist the elderly persons in the admission procedures, and report the latest situation to the senior/supervisor
- Utilize appropriate knowledge and the correct skills to provide escort services according to the elderly's physical conditions, to ensure their safety, such as:
  - Understanding the community and hospital/clinic facilities, use wheelchair accessible facilities as much as possible
  - Skills for using and assisting the elderly persons in the use of auxiliary aids
  - Support skills
  - Transfer and holding skills
  - Skills for using wheelchairs, etc.
- Ensure self-protection to avoid strains or injuries when providing services, according to the organization's occupational safety and health guidelines, such as:
  - Maintain the correct posture
  - Use energy conserving techniques, etc.
- When escorting the elderly persons, take all safety measures, do not leave the elderly persons unattended, and ensure they are attended to at all times
- Pay attention to the elderly's performance and reactions, and provide appropriate assistance, such as: using the toilet, arranging seats, etc.
- Keep in contact with the senior/supervisor, and clearly report the process of the consultation and the follow-up issues after the consultation

3. Exhibit professionalism

- Ensure adequate preparation and compliance with the organization's guidelines and procedures when escorting follow-up consultations
- Ensure the safety of the elderly persons during their follow-up consultations, and activity provide assistance

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

Unit of Competency is applicable across different functional areas

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to escort the elderly persons in their follow-up consultations according to the organization's guidelines and procedures, and the elderly's physical conditions, and utilize appropriate knowledge and the correct skills to ensure their safety; and • Able to understand the elderly's physical conditions and needs, report the follow-up consultation to medical professionals and assist the elderly persons in improving their health.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Perform Protective Measures Against Communicable Diseases
Code	110900L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to execute appropriate protective measures against communicable diseases in the service units/centers, according to the organization's infection control guidelines, in order to ensure the elderly persons are protected from infection.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the protective measures against communicable diseases
	
	• Understand the organization's infection control guidelines
	• Understand the basic knowledge on communicable diseases, such as: chain of infection, source of infection, route of transmission, and the relationship between the pathogen and host, etc.
	• Understand the protective measures against communicable diseases and their scope of application, such as:
	    o Correct hand hygiene procedures
	    o Procedures for the disposal of contaminated waste and items
	    o Cleaning procedures for contaminated public facilities
	    o Handling contaminated personal belongings
	    o Measures for environmental hygiene
	    o Correct use of personal protective equipment
	    o Correct procedures for gowning and de-gowning of personal protective equipment
	    o Appropriate isolation methods, etc.
	
	2. Perform protective measures against communicable diseases
	
	• Execute relevant protective measures for the elderly persons suffering from communicable diseases, including:
	    o Execute isolation measures, such as: arrange independent resting areas, utilize isolated rooms, utilize separate sets of equipment or items, persuade the elderly persons to diagnose and treat early, and avoid returning to the center during their disease, etc.
	    o Perform environmental hygiene for the areas that the sick elderly persons may have touched, such as: handrails, door handles, tables, chairs, toilet panels, etc.
	    o Appropriately clean and disinfect the equipment or items used by the sick elderly persons, such as: tableware, walking aids, training items, blankets, etc.
	    o Correct use of personal protective equipment
	    o Correct procedures for gowning and de-gowning of personal protective equipment
	    o Perform correct hand hygiene measures
	    o Correctly dispose contaminated items
	    o Appropriately handle contaminated equipment or items

Unit of Competency is applicable across different functional areas

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○ Handle contaminated personal items according to the guidelines, such as: wrap them in plastic bags and taken away by the elderly persons or their family members, do not wash them in the service unit/center
Provide appropriate explanations and compassion to the elderly persons in isolation
Report to the senior/supervisor/medical professionals, Department of Health's Center for Health Protection as necessary, notify the Social Welfare Department and contact the patient's close contacts to provide appropriate assistance

3. Exhibit professionalism

Strictly comply with the organization's infection control guidelines to prevent the spread of communicable diseases
Attend to the elderly's anxiety and fear for isolation, and provide appropriate explanations and compassion

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to correctly execute the protective measures to prevent the contact and spread of communicable diseases, according to the organization's infection control guidelines, in order to ensure that the elderly persons are protected from infection.

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

Unit of Competency is applicable across different functional areas

Title	Perform Protective Measures Against Droplet and Airborne Diseases
Code	110901L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to execute appropriate protective measures against droplet and airborne diseases in the service units/centers, according to the organization's infection control guidelines, in order to ensure the elderly persons are protected from infection.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the protective measures against droplet and airborne diseases
	
	• Understand the organization's infection control guidelines
	• Understand the basic knowledge on communicable diseases, such as: chain of infection, source of infection, route of transmission, and the relationship between the pathogen and host, etc.
	• Understand the protective measures against droplet and airborne diseases and their scope of application, such as:
	  o Correct hand hygiene procedures
	  o Awareness of the hygiene habits related to the respiratory tract
	  o Cleaning and disinfecting procedures for contaminated equipment and items
	  o Handling contaminated personal belongings
	  o Measures for environmental hygiene
	  o Correct use of personal protective equipment
	  o Correct procedures for gowning and de-gowning of personal protective equipment
	  o Appropriate social distancing, and wear proper face masks
	  o Appropriate isolation methods, etc.
	
	2. Perform protective measures against droplet and airborne diseases
	
	• Assist the elderly persons to raise awareness on the health habits related to the respiratory tract, such as:
	  o Do not spit anywhere
	  o Cover the nose and mouth when sneezing or coughing, and wash the hands afterwards
	  o Wrap sputum in tissue and dispose it in covered bins, etc.
	• Execute relevant protective measures for the elderly persons suffering from droplet and airborne diseases, including:
	  o Execute isolation measures, such as: isolate the elderly persons in independent areas at least one meter away from other residents, wear masks for the elderly persons, appropriate ventilation methods and facilities, utilize separate sets of equipment or items, persuade the elderly persons to diagnose and treat early, and avoid returning to the center during their disease, etc.
	  o Perform environmental hygiene for the areas that the sick elderly persons used, and use appropriate disinfectants to wash the floor, facilities and equipment, etc.
	  o Correct use of personal protective equipment, such as: gowning and de-gowning of surgical or N95 masks, caps, protective clothing and gloves, etc.

Unit of Competency is applicable across different functional areas

	○ Perform correct hand hygiene measures, apply utilize the correct steps of hand rubbing and disinfectants, etc. ○ Appropriately handle contaminated equipment or items, such as: contaminated linen or training items ○ Handle contaminated personal items according to the guidelines, such as: wrap them in plastic bags and taken away by the elderly persons or their family members, do not wash them in the service unit/center ○ Keep the air circulated indoors ○ Maintain appropriate social distancing and wear proper masks, etc. - Provide appropriate explanations and compassion to the elderly persons in isolation - Report to medical professionals, Department of Health's Center for Health Protection, and notify the Social Welfare Department as necessary 3. Exhibit professionalism - Strictly comply with the organization's infection control guidelines to prevent the spread of communicable diseases - Attend to the elderly's anxiety and fear for isolation, and provide appropriate explanations and compassion
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to correctly execute the protective measures to prevent the contact and spread of droplet and airborne diseases, according to the organization's infection control guidelines, in order to ensure that the elderly persons are protected from infection.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Perform Protective Measures Against Fecal-Oral Transmitted Diseases (Such as Drinking Water)
Code	110902L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to execute appropriate protective measures against fecal-oral transmitted diseases, according to the organization's infection control guidelines, in order to ensure the elderly persons are protected from infection.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the protective measures against fecal-oral transmitted diseases (such as drinking water)
	
	• Understand the organization's infection control guidelines
	• Understand the basic knowledge on communicable diseases, such as: chain of infection, source of infection, route of transmission, and the relationship between the pathogen and host, etc.
	• Understand the principles of common fecal-oral transmitted diseases, such as:
	    o Bacteria on hands can contaminate water/food
	    o E. coli can be spread through drinking water/food, etc.
	• Understand the diseases and pathogens that can be spread through fecal-oral transmitted diseases, such as:
	    o Ingesting too much water/food infecting with E. coli can cause diarrhea
	    o Ingesting water/food with Vibrio cholerae can cause vomiting and diarrhea
	    o Use of bacteria infected containers, etc.
	• Understand the protective measures against fecal-oral transmitted diseases, and their scope of application
	
	2. Perform protective measures against fecal-oral transmitted diseases (such as drinking water)
	
	• Execute the organization's protective measures against fecal-oral transmitted diseases according to the organization's infection control guidelines, such as:
	    o Select fresh and quality assured ingredients
	    o Utilize regulated water sources, tap water, bottled drinking water with a legal license, etc.
	    o Correctly use water dispensers, regularly clean and disinfect the nozzles and buttons
	    o Disinfect water/food, such as: use heat to disinfect water and food, etc.
	    o Appropriately store water/food, such as: store water in clean containers and change it regularly, store raw and cooked food separately, etc.
	    o Separate utensils for handling raw and cooked food, such as: cutting boards or knives, etc.
	    o Thoroughly wash and cook food before consumption
	    o Utilize the correct disinfection methods on containers for storing water/food, such as; thermal or chemical disinfection
	    o Ensure the environment is clean and hygienic, such as: rooms, kitchens, toilets, etc.
	    o Appropriately handle vomit and excretions

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

Unit of Competency is applicable across different functional areas

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○ Perform hand hygiene procedures, such as: before eating, after going to the toilet, before touching the elderly persons, after touching the elderly's items, before touching food and utensils, etc.
○ If the food handle feels unwell, immediately inform the senior and avoid working

Report to medical professionals, Department of Health's Center for Health Protection, and notify the Social Welfare Department as necessary

3. Exhibit professionalism

Strictly comply with the organization's infection control guidelines to prevent the spread of communicable diseases
Attend to the elderly's anxiety and fear of communicable diseases, and provide appropriate explanations and compassion

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<tr>
<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to correctly execute the protective measures to prevent the contact and spread of fecal-oral diseases (such as drinking water), according to the organization's infection control guidelines, in order to ensure that the elderly persons are protected from infection.

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

Unit of Competency is applicable across different functional areas

Title	Perform Protective Measures Against Vector-Borne Diseases (Such as Insects)
Code	110903L2
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to execute appropriate protective measures against vector-borne diseases in the service units/centers, according to the organization's infection control guidelines, in order to ensure the elderly persons are protected from infection.
Level	2
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the protective measures against vector-borne diseases (such as insects)
	
	• Understand the organization's infection control guidelines
	• Understand the basic knowledge on communicable diseases, such as: chain of infection, source of infection, route of transmission, and the relationship between the pathogen and host, etc.
	• Understand the diseases and pathogens that can be spread through vectors, such as: Dengue fever and Japanese encephalitis can be transmitted through mosquitoes, etc.
	• Understand the protective measures against vector-borne diseases, and their scope of application
	
	2. Perform protective measures against vector-borne diseases (such as insects)
	
	• Correctly execute the organization's protective measures against vector-borne diseases (such as mosquitoes), such as:
	  o Remind or assist the elderly persons to take personal anti-mosquito measures, wear clothes to cover their skin, and use insect and mosquito repellents, etc.
	  o Place anti-mosquito measures indoors, such as: mosquito repellents or nets, etc.
	• Correctly cut off the reproduction sources of insects (such as: mosquitoes), such as:
	  o Reduce stagnant water, used covered bins, cover used containers, and fill in dented floors, etc.
	  o Regularly remove stagnant water at the bottom of flowerpots, bathrooms and kitchens, and change the water in the vase at least once a week, etc.
	  o Regularly change beddings to avoid the breeding of dust mites
	  o Regularly tidy the sundries and keep the storage area dry to prevent the breeding of insects and ants, etc.
	• Ask the elderly persons about the places that they have recently traveled to, and immediately report to medical professionals if they have been to places prone to insect-borne diseases
	• Report to medical professionals, Department of Health's Center for Health Protection, and notify the Social Welfare Department as necessary
	
	3. Exhibit professionalism
	
	• Strictly comply with the organization's infection control guidelines to prevent the spread of vector-borne diseases(such as insects)

Unit of Competency is applicable across different functional areas

	• Attend to the elderly's anxiety and fear of communicable diseases, and provide appropriate explanations and compassion
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to correctly execute the protective measures to prevent the contact and spread of vector-borne diseases (such as insects), according to the organization's infection control guidelines, in order to ensure that the elderly persons are protected from infection.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on elderly follow-up medical appointments / medical appointments
	
	    Be able to
	  • Understand the items and preparations needed for the appointments, such as:
	      o Time, date and location
	      o Leftover medication
	      o Elderlies' medical conditions and whether elderlies are taking medications according to instructions
	      o Follow-up appointment card and appointment letter
	      o proof of identity
	      o Specimen for laboratory tests
	      o Fasting required
	      o Day-to-day medications
	      o 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:
	      o Measures to prevent demented elderlies from getting lost
	      o Deploy additional headcount to escort elderlies of extreme frailty
	      o Arrange wheelchair and transportation to escort elderly with mobility problems
	      o Carry a portable oxygen concentrator for elderlies who need. a constant administration of oxygen
	
	2. Arrange follow-up medical appointments / medical appointments
	
	    Be able to
	  • 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
	
	3. Exhibit professionalism

Functional Area - Clinical Care

	Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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	

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

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	Performance Requirements 1. Relevant knowledge on use of restraint Be able to • Understand the guidelines and principles of the institution on using restraint • Understand the definitions, objectives and types of restraints, such as: o Safety vest o Restraint gloves o Safety belt • Understand the harmful effects after use of restraint, such as: o Muscle atrophy o Increased risk of fall and trauma o Negative emotions • Understand the principles of using restraint, such as: o Avoid usage as much as possible o 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: o Medication therapy, create regular rest cycle o 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: o Restraint tightness o 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 2. Relevant knowledge on restraint use Be ale to • 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: o Provide reality orientation and cognitive training to reduce their confusion o Improve environment and their home to enhance safety. o Consult doctor and receive treatment o Assess their sitting posture and recommend appropriate chair or sitting pad o Rehabilitation exercises • Perform proper procedures according to the guidelines of the institution on restraint use, such as:

Functional Area - Clinical Care

	○ 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: ○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirement of this Unit of Competency is: - 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	

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

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	Performance Requirements
	1. Fundamental knowledge about drugs
	
	    Be able to
	• 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:
	    ○ Recognized abbreviation of medication
	    ○ Dosage units
	    ○ Abbreviation of frequency and route of administration
	
	2. Understand medication
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• Regularly participate in training courses recognized by the institution to acquire updated medication knowledge
	• Take initiative to acquire new medication knowledge

Assessment Criteria	The integrated outcome requirement of this Unit of Competency is: • 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.

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

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	Performance Requirements 1. Basic knowledge of oral medications Be able to • 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: o name of the drug o dosage units and frequency of administration o routes of administration • Understand drug handling procedures prior to distributing medication • Understand the skills to document elderlies' drug use appropriately 2. Giving oral medication Be able to • 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: o Dilute or dissolve the medication in water o Crush or cut the medications with appropriate tools o Mix medication into a paste for those with swallowing difficulty o 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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Basic knowledge of transdermal patches
	
	    Be able to
	• 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:
	    o abbreviations of approved medications
	    o dosage units
	    o 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
	
	2. Giving transdermal patches
	
	    Be able to
	• 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
	    o Avoid folding the patches
	    o Apply on appropriate areas of the skin, avoiding areas of poor circulation or broken skin
	    o Apply and replace the patches according to the prescription
	• Provide appropriate nursing care before and after the application of transdermal patches, including:
	    o Apply transdermal patches alternately on different areas of skin
	    o Clean the skin thoroughly after removing the patch, avoid leaving residual medication or adhesives on the skin

Functional Area - Clinical Care

	• Detect possible skin reactions after applications, including:
	    ○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Basic knowledge of eye drops, ear drops and nose drops
	
	Be able to
	• 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:
	    o name of the drug
	    o dosage unit and frequency of administration
	    o 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
	
	2. Giving eye drops, ear drops and nose drops
	
	Be able to
	• 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:
	    o help elderlies to stay in correct posture
	    o pull lower eyelids to apply eye drops
	    o apply gentle pressure on nose bridge to close the tear ducts
	    o clean the nostrils before applying nose drops
	    o remind the elderlies the possibility of increased nasal secretions after application of nose drops
	    o 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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Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Basic knowledge of suppository
	
	    Be able to
	• 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:
	    ○ 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
	
	2. Giving suppository
	
	    Be able to
	• 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
	    ○ 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:
	    ○ 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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Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Basic knowledge of inhaled medications
	
	    Be able to
	• 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:
	    ○ 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
	
	2. Dispensation of inhaled medications
	
	    Be able to
	• 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:
	    ○ 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

Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Basic knowledge of topical medications
	
	Be able to
	• 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:
	   o name of the drug
	   o dosage unit and frequency of administration
	   o 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
	
	2. Giving topical medications
	
	Be able to
	• 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:
	   o clean the skin area before application of topical medications
	   o help elderlies stay in proper posture; expose their body parts only when absolutely necessary to protect their privacy
	   o avoid washing the skin area immediately after the application of topical medications
	• Apply topical medication properly, for example:
	   o avoid direct contact with mucous membranes
	   o wear gloves when applying the medication
	   o apply a thin film of medication evenly on the indicated area
	   o 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

Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Basic knowledge of insulin injection
	
	    Be able to
	• 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:
	    o Approved drug name
	    o Dosage unit and frequency of administration
	    o Routes of injection.
	• Understand ways and techniques of insulin injection, such as:
	    o Insulin pens
	    o Subcutaneous injection
	• Understand nursing procedures before and after insulin injection
	• Understand the skills to document insulin injection
	
	2. Insulin injection
	
	    Be able to
	• 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:
	    o choice of appropriate injection device
	    o replacement of drugs
	    o adjustment of injection device for the appropriate dosage .
	• Conduct proper nursing care procedures before and after injection, such as:
	    o ensure elderlies have consumed food before injection
	    o clean and disinfect the injection area before injection

Functional Area - Clinical Care

	○ 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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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Unit of Competency

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	Performance Requirements
	1. Basic knowledge of providing oxygen therapy
	
	    Be able to
	• 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:
	    o Oxygen bottles
	    o Oxygen regulator system
	    o Oxygen concentrator
	    o Humidifier bottle
	    o Nasal cannula
	    o Various oxygen face masks
	    o Oximeter
	• Understand doctor's prescription of oxygen therapy for the elderlies
	• Understand the side effects and symptoms of long-term oxygen therapy such as,
	    o nasal mucositis
	    o Oxygen poisoning.
	
	2. provide oxygen therapy according to doctor's prescription
	
	    Be able to
	• 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:
	    o 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
	    o Ensure the doctor's prescription such as:
	        ▪ 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
	    o Ensure oxygen supply system works properly and the flow rate of oxygen is proper
	    o Ensure the oxygen tanks have enough supply of oxygen
	• Properly help elderlies receive oxygen therapy such as:
	    o Teach elderlies to use a nasal cannula or face mask properly
	    o Closely monitor the condition of the elderly, such as his/her complexion, breathing, pulse and other signs of discomfort
	    o Tell elderlies not to adjust the oxygen flow by themselves

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Functional Area - Clinical Care

	• Take safety measures for oxygen therapy such as:
	   ○ 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:
	   ○ Duration of oxygen therapy
	   ○ Oxygen flow
	   ○ Blood oxygen level
	   ○ Hypoxemia symptoms
	   ○ Other discomfort and related symptoms
	
	3. Exhibit professionalism
	
	   Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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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	Performance Requirements
	1. Oral nasopharyngeal suctioning
	
	    Be able to
	  • 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:
	      o Correct interpretation of medical history
	      o 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
	
	2. Oral nasopharyngeal suctioning technique
	
	    Be able to
	  • Assess elderlies' need for oral nasopharyngeal suction
	  • Prepare for oral nasopharyngeal suction properly such as:
	      o 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
	      o Protect elderlies' privacy
	      o Prepare and assemble all required supplies and tools
	      o Perform infection control measures including: hand washing, put on and dispose of personal protective equipment properly
	      o 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,
	      o Select suction catheter of appropriate size
	      o Adjust the appropriate suction pressure
	      o Perform the procedures of aseptic technique
	      o 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

Functional Area - Clinical Care

	○ 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. 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements 1. Knowledge of tracheostomy care 　Be able to • 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: 　○ 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 2. Tracheostomy care 　Be able to • Assess the condition of the tracheostomy stoma, including 　○ 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: 　○ 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

Functional Area - Clinical Care

	- 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: ○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	This unit of competency is currently performed by enrolled or registered nurses, and registered health workers.

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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	Performance Requirements
	1. Knowledge on urinary stoma care
	
	    Be able to
	• Understand the basic anatomy of human urinary system, for example:
	    ○ urinary bladder
	    ○ urethra
	• Understand the common indications for artificial urinary bladder
	• Understand the types of artificial urinary bladder
	    ○ Ileal conduit
	    ○ Colon conduit
	• Understand urinary stoma care products
	• Understand the use of pouching system on urinary stoma, including
	    ○ replacement of skin barriers
	    ○ connection of valved-urostomy pouch to the urinary stoma
	• Understand the common complications related to urinary stoma
	    ○ 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
	
	2. Urinary stoma care
	
	    Be able to
	• 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:
	    ○ 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:
	    ○ 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:
	    ○ skin barrier paste
	    ○ skin barrier powder
	• Monitor the condition of the stoma and detect complications, for example:

Functional Area - Clinical Care

	- o skin reactions in areas surrounding the stoma - o inflammation of the stoma - o leaking of the pouching system - o 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: - o the colour, nature and volume of the urine - o the condition of the urinary stoma 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Knowledge on pressure sores
	
	    Be able to
	• 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:
	    o Braden Scale
	    o Norton scales
	
	2. Assessing risk of pressure sores
	
	    Be able to
	• Provide assessment to elderlies who are recently admitted to or discharged of the institution, and those showing progressive frailty, such as:
	    o past medical history
	    o level of mobility
	    o allergic history
	    o drug history
	    o incontinence
	    o skin and wound condition
	    o other intrinsic factors, such as nutritional status and body build
	    o 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

Functional Area - Clinical Care

	• Provide long-term comparative follow-up management according to the health condition of elderlies
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	

Specification of Competency Standards
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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	Performance Requirements
	1. Knowledge on wound care
	
	    Be able to
	• Understand the causes of wounds, their classifications and the relevant anatomy
	• Understand the basic assessment of wounds, for example:
	    o the size of the wound
	    o the amount of exudate
	• Understand methods to apply dressings to general wounds
	• Understand the factors that affect wound healing, for example:
	    o nutritional status
	    o 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
	
	2. Wound cleansing
	
	    Be able to
	• Verify the identity of the elderly and the instructions from healthcare professionals regarding wound cleansing
	    o use the correct wound dressings
	    o use the correct cleansing method
	    o 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:
	    o use of aseptic techniques
	    o use of suitable dressings
	    o dress the wound and secure the dressing
	• Monitor the healing of the wound, by checking:
	    o the size of the wound
	    o the nature and volume of exudate
	• Monitor for possible complications that may arise after cleansing wounds, such as:
	    o pain
	    o bleeding
	    o wound failing to heal for prolonged period

Functional Area - Clinical Care

	• Notify medical professionals immediately for any abnormality
	• Proper documentation of the relevant details of wound care procedures, for example:
	    ○ the dressing used
	    ○ condition of the wound
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	The general wounds include: stage one and stage two pressure sores, and non-infectious wounds.

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on blood and urine glucose
	
	    Be able to
	• Understand the basic pathological process of diabetes
	• Understand how to identify the normal blood and urine glucose values, including
	    ○ 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,
	    ○ the time of food consumption
	    ○ food types
	    ○ medication
	• Understand the skills in measuring blood glucose, for example,
	    ○ Operation of blood glucose meters
	    ○ Method of collecting capillary blood specimens
	• Understand the skills in testing glucose level in urine, for example,
	    ○ Application of urine glucose test strips
	    ○ Method of collection for urine specimens
	• Understand the method of recording blood and urine glucose levels, for example,
	    ○ 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
	
	2. Monitoring blood and urine glucose
	
	    Be able to
	• Verify identity of elderlies and conduct relevant assessments according to their needs, including:
	    ○ 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,
	    ○ 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
	    ○ Take standard preventions
	    ○ Clean skin surfaces with water and soap or alcohol-based cleanser

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

Functional Area - Clinical Care

	○ 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 ○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	

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

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	Performance Requirements
	1. Relevant knowledge on the characteristics of communication with demented elderlies
	
	    Be able to
	• 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,
	    o Personal factors of elderlies, for example, deteriorated ability to understand that causes communication barrier
	    o Carers' factors, for example, speaking too fast or in a high-pitched voice, causing stress to the patients
	    o 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,
	    o Reduced hearing ability
	    o Impaired vision
	    o post-stroke elderlies suffering from speech impairment
	
	2. Communication with elderly suffering from dementia
	
	    Be able to
	• 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,
	    o 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.
	    o 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
	    o 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,

Functional Area - Clinical Care

	○ 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: ○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	

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

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	Performance Requirements 1. Knowledge related to the care for colostomy 　　Be able to • 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: 　○ 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 2. Provide care for colostomy 　　Be able to • Verify identities of elderlies, assess the conditions of the colostomy and the surrounding skin, such as 　○ Colour, shape and secretions of the colostomy 　○ Amount and colour of excrement 　○ Conditions of the surrounding skin • Perform preparations for colostomy care correctly, including 　○ 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: 　○ 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: 　○ 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:

Functional Area - Clinical Care

	○ Date, time and methods for changing colostomy bags, the amount and the colour of excrement 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this unit of competency are: • 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	

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

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	Performance Requirements
	1. Knowledge related to tube feeding
	
	  Be able to
	• 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:
	  o measuring cup
	  o tube feeding formulas
	  o feeding bottle
	  o stethoscope
	  o pH testing paper
	  o 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
	
	2. Perform tube feeding
	
	  Be able to
	• Verify elderlies' identity and scheduled time for tube feeding
	• Prepare tube feeding formula, and perform correct tube feeding procedures, including
	  o Wash hands and wear gloves correctly
	  o Help elderlies stay in proper posture, elevate the head of bed to at least 30 degrees
	  o 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:
	  o Ensure the correct position of the end of the nasogastric tube which goes through the nose
	  o Extract the gastric fluid and measure the pH using pH testing papers
	  o 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:
	  o Measure the residual of the stomach content to understand how well elderlies absorb food nutrients
	  o Evaluate the contents drawn from the stomach and observe their colour, amount and nature.
	  o In case stomach content appears brown or blood red, stop feeding immediately and report to healthcare profeesionals

Functional Area - Clinical Care

	- Inject the formula into the stomach, monitor the process of delivery, including: - 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 - 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	

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

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	Performance Requirements
	1. Knowledge related to elderly with swallowing difficulty
	
	    Be able to
	• Understand common causes of swallowing difficulty among elderlies, such as:
	    o Stroke
	    o Cancer
	• Understand common complications of swallowing difficulty, such as:
	    o Aspiration pneumonia
	    o Airway obstruction
	• Understand techniques and skills for using tools and supplies to assist swallowing, such as:
	    o Special dining utensils
	    o Thickener
	• Understand the skills and techniques to feed elderlies with swallowing difficulty
	• Understand symptoms of choking, such as
	    o Coughing
	    o voice changes
	    o Decrease in blood oxygen level
	• Understand the guidelines of the institution regarding feeding care
	
	2. Feeding elderly with swallowing difficulty
	
	    Be able to
	• Prepare assistive tools and supplies according to the elderlies' swallowing difficulty and assessment results from speech therapists, such as:
	    o Add suitable amount of thickener to food
	    o Puree the food
	• Use special dining utensils according to the types of food consumed and guidance from healthcare professionals, such as:
	    o Cups which can regulate liquid flow
	    o Small spoons
	• Apply suitable skills to feed elderlies with swallowing difficulty
	    o Help elderlies sit upright
	    o Ensure the pace of feeding and the amount of food fed are suitable while feeding
	    o Do not feed excessive amount of food
	    o Ensure elderlies are fully conscious and awake when fed
	• Take care measures after feeding, such as:
	    o Prevent elderlies from lying down after eating
	    o Ensure all food is swallowed
	    o Provide sufficient liquid for elderlies to drink to avoid dehydration

Functional Area - Clinical Care

	• Document eating process and related information properly, such as:
	   ○ Amount of food consumed
	   ○ Swallowing conditions during the feeding process
	• Monitor the swallowing status, and notify healthcare professionals immediately for any abnormal observations
	
	3. Exhibit professionalism
	
	   Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	

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

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	Performance Requirements
	1. Relevant knowledge on elderly post-discharge care
	
	    Be able to
	- Understand the discharge documents of elderlies and their content, such as:
	    o Discharge Summary
	    o Patient nursing notes
	    o Follow-up appointment card
	    o Appointment letter
	    o List .of medication
	- Understand elderlies' conditions when hospitalized, such as:
	    o Tests, examinations and surgeries received
	    o Fever, unstable blood pressure
	    o Coma
	    o Assessment
	    o Medication arrangement
	- Understand the special discharge arrangement for elderlies made by healthcare professionals in hospital, such as:
	    o Follow-up in specialty wards
	    o Change in medication
	    o Referral
	    o Special meal arrangement
	    o Care arrangement
	
	2. Follow-up with post-discharge care
	
	    Be able to
	- Monitor elderlies' conditions after discharge from hospital and check elderlies' body, such as:
	    o Measure body temperature and blood pressure
	    o 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:
	    o Arrange a new date for follow-up medical appointment

Unit of Competency is applicable across different functional areas

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- o New appointment booking
- o Arrange special meals
- o Arrange headcount to provide care service.
- Ask relevant healthcare professionals to preform relevant assessments again and arrange care service for elderlies, such as:
  - o Contact physiotherapist for assessment on the risk of fall or rehabilitation training for elderlies
  - o 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

3. Exhibit professionalism

    Be able to
- 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

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The integrated outcome requirements of this Unit of Competency are:

- 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

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

Functional Area - Clinical Care

Title	Remind the Elderly Persons to Take Oral Medications
Code	110782L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to safely and accurately remind the elderly persons to take oral medications according to the organization's procedures and guidelines.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on oral medications
	
	• Understand the organization's procedures and guidelines for reminding the elderly persons to take oral medications
	• Understand the basic pharmacology, such as:
	    ○ Medication types and effects
	    ○ Side effects
	    ○ General dosage and route of administration
	    ○ Expected effects, etc.
	• Understand the methods of keeping, storing and managing medications
	• Understand the units, measurement and calculation methods of various medication dosages
	• Understand the doctor's prescription and the abbreviations used, such as:
	    ○ Medication name
	    ○ Dosage, frequency
	    ○ Administration route and form, etc.
	• Understand the handling procedures before distributing oral medications
	• Understand the documentation skills for the use of medications in the elderly
	
	2. Remind the elderly persons to take oral medications
	
	• Refer to the elderly's medication records and precautions
	• Explain to the elderly persons the possible reactions after taking the medications
	• Assess the elderly's swallowing, cognitive and self-care abilities, utilize appropriate equipment and carefully remind them to take medications orally
	• Instruct the elderly persons/carers to handle oral medications as needed before taking them, such as:
	    ○ Appropriately dilute or dissolve the medication
	    ○ Adjust the consistency of the medication, to help the elderly persons who have dysphagia
	    ○ Crush the medication and dissolve it in warm water, etc.
	• Assist in observing for abnormalities during tube feeding
	• Observe the elderly's condition after taking medications, when the elderly is found to be in discomfort, immediately handle and report the situation to medical professionals according to the severity
	• Appropriately record the reminders, medication process and effects
	• Pay attention to and remind the elderly persons to check the medication dosage to avoid overdose

Functional Area - Clinical Care

	3. Exhibit professionalism • Accurately and safely remind the elderly persons to take oral medications according to the doctor's prescription • Attend to the elderly persons who need oral medications, and meet the special needs of the elderly persons to maintain their confidence and dignity • Observe the elderly's use of medications, appropriately handle, report and record any issues that arise
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to safely and accurately remind the elderly persons to take oral medications according to the organization's guidelines and the doctor's prescription; and • Able to observe for the adverse reactions of the medications in the elderly persons, and immediately report to medical professionals, to ensure the safety of the elderly persons while using their medications.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Title	Remind the Elderly Persons to Use Medicinal Patches
Code	110783L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to safely and accurately remind the elderly persons to use medicinal patches according to the organization's procedures and guidelines.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on medicinal patches
	
	• Understand the organization's procedures and guidelines for reminding the elderly persons to use medicinal patches
	• Understand the basic pharmacology, such as:
	    o Medicinal patch types and effects
	    o Side effects
	    o General dosage and route of administration
	    o Expected effects, etc.
	• Understand the methods of keeping, storing and managing medicinal patches
	• Understand the units, measurement and calculation methods of various medication dosages
	• Understand the doctor's prescription and the abbreviations used, such as:
	    o Medication name
	    o Dosage, frequency
	    o Application method, etc.
	• Understand the methods to use medicinal patches
	• Understand the nursing procedures before and after using medicinal patches
	• Understand the possible side effects on the skin after the elderly persons use medicinal patches
	• Understand the documentation skills for the use of medicinal patches in the elderly
	
	2. Remind the elderly persons to use medicinal patches
	
	• Refer to the elderly's medicinal patch records and precautions
	• Explain to the elderly persons the possible reactions after using medicinal patches
	• Monitor the elderly's use of the same type of medicinal patch in other areas to ensure they do not overdose
	• Remind the elderly persons of the correct use of medicinal patches, such as:
	    o Do not crease, fold or trim the patch
	    o Do not apply to inappropriate areas, such as: areas with poor blood circulation or damaged skin
	    o Use and replace the patch according to the time prescribed by the doctor
	    o Stabilize the medicinal patch, etc.
	• Assist the elderly persons to appropriately perform the nursing procedures before and after using medicinal patches, such as:
	    o Appropriately clean the elderly's skin after removing the patch to prevent residual medication or glue from staying on their skin
	    o Keep the skin fresh before and after applying the patch to avoid oily skin

Functional Area - Clinical Care

	○ Monitor the skin conditions after using the medicinal patches, when the elderly is found to be in discomfort, such as: itching, damaged skin, rash, swelling, pain, scalds, etc., appropriately handle the condition according to the severity, and immediately report to medical professionals ○ Apply medicinal patches at alternate locations on the skin, etc. • Appropriately record the medicinal patches, processes and effects that the elderly persons were reminded of • Pay attention to and remind the elderly persons to check the quantity of medicinal patches to avoid overdose 3. Exhibit professionalism • Accurately and safely remind the elderly persons to use medicinal patches according to the doctor's prescription • Attend to the elderly's skin conditions before and after applying medicinal patches • Observe the elderly's use of medications, appropriately handle, report and record any issues that arise
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to safely and accurately remind the elderly persons to use medicinal patches according to the organization's guidelines and the doctor's prescription; and • Able to monitor the adverse reactions of the medicinal patches in the elderly persons, and immediately report to medical professionals, to ensure the safety of the elderly persons while using their medicinal patches.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Assist the Elderly Persons and Carers in the Use of Gerontechnology
Code	110895L3
Range	This Unit of Competency is applicable to practitioners who provide nursing and/or rehabilitation services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assist the elderly persons and carers in the correct use of gerontechnology according to the recommendations by the senior/supervisor, in order to improve the abilities of elderly persons and quality of life, as well as the carer's ability to care for the elderly persons and reduce their stress.
Level	3
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the use of non-therapeutic gerontechnology by the elderly persons and carers
	
	• Understand the importance of the elderly persons and carers in using gerontechnology
	• Understand the knowledge and skills on the methods to apply common gerontechnology to the elderly persons and carers, such as: smart bidet toilet seat, automatic flushing systems, personal amplifiers for patients with hearing impairment, etc.
	• Understand the ways to demonstrate the gerontechnology's functions, operation and methods of use, safety rules, etc.
	• Understand the storage, basic inspection and maintenance methods of gerontechnology
	• Understand the elderly's mobility and self-care abilities, such as:
	    o Cognitive ability
	    o Range of movements of upper and lower limbs
	    o Transfer ability and lower limb mobility
	    o Balance and walking abilities
	    o Activities of daily living (ADLs) and instrumental activities of daily living (IADLs), etc.
	• Understand the needs of the elderly persons and carers for using gerontechnology
	• Understand the carer's personal abilities, such as:
	    o Communication skills and cognitive ability
	    o Learning ability
	    o Physical strength
	    o Motivation, etc.
	• Understand the senior/supervisor's recommendations on the elderly's and carer's use of gerontechnology
	• Understand the maintenance guidelines, basic repair and maintenance skills of gerontechnology, such as: inspection, cleaning, testing, battery replacement, etc.
	• Understand the skills of reporting the application of gerontechnology
	
	2. Assist the elderly persons and carers in the use of gerontechnology
	
	• Assist the elderly persons and carers in the appropriate use of gerontechnology according to the recommendations/prescriptions by the senior/supervisor/medical professionals
	• Pay attention to whether the equipment are restricted to be used only under the supervision of trained medical professionals
	• Ensure that safety measures are taken when using gerontechnology in order to prevent accidents and protect the elderly's and carer's safety, such as:

Unit of Competency is applicable across different functional areas

	○ Ensure the stability of the gerontechnology ○ Inspect for damage ○ Normal operations ○ Good performance, etc. - Assist the elderly persons to correctly use appropriate gerontechnology, such as: ○ Ensure that the elderly persons understand the purpose of using gerontechnology ○ Observe the elderly's use of gerontechnology ○ Assist the elderly persons in their use of equipment according to the recommendations by medical professionals, in order to ensure their safety, such as: ▪ Assist in wearing the necessary accessories ▪ Only use the equipment under supervision ▪ Provide support to prevent falls, etc. - Educate the elderly persons and carers on the methods of storage, basic inspection and maintenance of the equipment, such as: ○ Appropriate storage ○ Tools made of soft rubber materials should be stored in a cool and dry place, and avoid direct exposure to the sun ○ Methods of battery replacement or charging ○ Methods of daily inspection ○ Cleaning methods, etc. - Regularly inspect and perform maintenance on gerontechnology for the elderly persons and carers, arrange for repair or replacement as soon as possible when damage to the equipment is discovered, in order to ensure the safety of its users, such as: ○ Inquire and collect opinions on the use of gerontechnology, and report to the senior/supervisor, etc. 3. Exhibit professionalism - Strictly execute the recommendations and prescriptions by medical professionals on the use of gerontechnology - Ensure the safety of the elderly persons when assisting them in the use of gerontechnology - Note that some equipment can only be used by the elderly persons under the supervision of trained medical professionals
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to comply with the recommendations and prescriptions by seniors/medical professionals to arrange for the elderly persons to use suitable gerontechnology, and educate them on the correct methods of use, in order to improve their abilities and quality of life, the carer's abilities to care for them, as well as reduce the carer's burden; and - Able to take safety measures, regularly inspect and perform maintenance to ensure the safety of elderly persons when using gerontechnology.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Assist the Elderly Persons with Special Care Needs in Their Personal Hygiene and Personal Care
Code	110904L3
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assist the elderly persons with special care needs in their personal hygiene and personal care, according to the organization's guidelines and the elderly's special care needs, in order to improve their quality of life.
Level	3
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the elderly's personal hygiene and personal care - Understand the organization's staff responsibilities and roles on the personal hygiene and personal care for the elderly persons with special care needs - Understand the organization's procedures and guidelines for assisting the elderly persons with special care needs in their personal hygiene and personal care - Understand the methods to apply the knowledge of the personal hygiene and personal care for the elderly persons with special care needs, such as: - Body cleaning and bathing - Dressing and changing - Grooming - Oral and dental care - Skin care - Toileting, incontinence care - Assist in eating and techniques for feeding - Techniques for escorting, etc. - Understand the methods to determine the conditions of elderly persons with special care needs, such as: - Patients with dementia - Patients with terminal illness - Patients with stoma or equipped with external medical equipment, etc. - Understand the methods and techniques to assist elderly persons with special care needs in their personal hygiene and personal care, such as: - Measures corresponding to different home environments - Communication and handling methods corresponding to different physical and mental conditions - Methods of use of various equipment and auxiliary tools - The participation and role of carers, etc. - Understand the methods to utilize the medical professional's content and requirements of the elderly's personal care plans - Understand the extent to which the carer could participate and provide assistance - Understand the organization's privacy policy 2. Assist the elderly persons with special care needs in their personal hygiene and personal care - Inspect the elderly's assistance and special care needs, such as: - Mobility of various parts of the body

Unit of Competency is applicable across different functional areas

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- o Physical and mental condition
- o Skin condition
- o Swallowing ability
- o Level of incontinence
- o Special protection for stomas, wounds, intubations, implanted devices, etc.
- o Personal preferences, etc.
- Determine the safety of related procedures before execution, such as:
  - o Utilize auxiliary aids and tools or coordinate the carer's assistance as needed to ensure that the appropriate assistance can be provided
  - o Consider the risks that related procedures may bring, and take adequate safety measures, etc.
- Cooperate and assist in the elderly's personal hygiene and personal care, according to the organization's procedures and guidelines, and the contents of the elderly's personal care plan designed by medical professionals, such as:
  - o Prepare suitable attire and wear personal protective equipment as needed
  - o Prepare suitable equipment and tools and needed
  - o Remove obstacles to provide a suitable and safe environment
  - o Explain the procedures with the elderly persons/carers in order to obtain their cooperation
  - o Use the correct transfer, support and feeding techniques
  - o Appropriately stabilize and protect special locations and devices
  - o Correctly use equipment and tools, such as: toilet chairs, wash basins, bathing supplies, wound protection equipment, etc.
  - o Pay attention to the elderly's physical, mental and emotional changes, make appropriate amendments as necessary, and report to medical professionals
  - o Inspect the elderly's skin conditions, treat appropriately and report to medical professionals if skin abnormalities are found
- Appropriately describe the situation and process before and after completing the treatment
- In cases of crisis, emergencies or accidents, immediately report and handle the situation according to the guidelines

3. Exhibit professionalism

- Attend to the elderly's special care needs, safety and effectively assist in their personal hygiene, and keep their appearance clean and tidy
- Respect the elderly's personal wishes and protect their privacy, in order to protect their dignity
- Pay attention to the elderly's reactions during their special care process, handle and report them in a timely manner

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to effectively assist the elderly persons with special care needs in their personal hygiene and personal care, according to the organization's procedures and guidelines, and the contents of the elderly's personal care plan designed by medical professionals, in order to improve their quality of life.

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<td>Remark</td>
<td>Practitioners who perform this UoC must first complete the UoC on "Assist the Elderly Persons in Their Personal Hygiene and Personal Care"</td>
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Communicate with Patients with Mental Disorders
Code	110905L3
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to assess the communication difficulties and needs of patients with mental disorders according to their understandings on mental disorders, and utilize appropriate skills to maintain good communication with patients according to their conditions, in order to improve their psychosocial quality.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on patients with mental disorders
	
	• Understand the organization's philosophy and guidelines for providing services to patients with mental disorders
	• Understand the definition, types, symptoms, and causes of mental disorders
	• Understand that different patients with mental disorders have different communication skills
	• Understand the attitudes and principles that should be established with communicating with patients with mental disorders, such as:
	   o Supportive, encouraging and caring
	   o Acceptance, non-discriminative
	   o Respect, non-criticizing
	   o Patience, do not rush the elderly persons, etc.
	• Understand the characteristics of communication, such as:
	   o Interpersonal distance
	   o Body posture and movement
	   o Paraverbal communication, etc.
	• Understand the society's misunderstandings on mental disorders
	• Understand the factors that cause communication difficulties, such as:
	   o Elderly's factors, such as: hearing loss, influence of disease, etc.
	   o Psychopathological factors, such as: auditory hallucinations, delusions, confusion, detachment from reality, etc.
	   o Environmental factors, such as: noise distractions, insufficient lighting, etc.
	   o Other factors, such as: speaking too fast, too loud, etc.
	• Understand the communication skills and precautions for patients with mental disorders
	
	2. Communicate with patients with mental disorders
	
	• Clarify the society's misunderstandings on mental disorders, and avoid prejudice and discrimination against patients with mental disorders, in order to not affect the communication process and attitudes of them
	• Understand the patient's condition and symptoms through conversation and observation, in order to help assess their communication ability, and the characteristics and factors that lead to communication difficulties
	• Establish appropriate communication methods according to the patient's abilities, in order to improve their communication
	• Establish emotional stable states and friendly attitudes before communicating with patients with mental disorders, such as:

Unit of Competency is applicable across different functional areas

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o Maintain appropriate interpersonal distance: being too close to the patient may be seen as a threat
o Maintain appropriate body posture and movements: certain movements may be seen as hostile or disrespectful, such as: crossing the arms, etc.
o Understand the paraverbal communication: the tone, pitch and cadence are the three components that of paraverbal communication that influences how a sentence is delivered

• Utilize appropriate communication skills when communicating with patients with mental disorders, in order to improve their self-confidence in communication, and pay attention to the factors, such as:

o Arrange comfortable, quiet and private environments to create a relaxed and harmonious atmosphere
o Using a friendly attitude, encourage patients to express optimistic expressions
o Cooperate with the patient's speed of thought, and understanding ability
o Psychologically support the patients by the use of comforting, encouraging and persuasive speeches
o Utilize non-verbal communication skills
o Use simple sentences
o Face-to-face communication and maintain eye contact
o Utilize auxiliary communication aids when appropriate, such as: pen and paper, pictures, etc.

3. Exhibit professionalism

• Maintain good communication and professional attitudes when interacting with patients with mental disorders
• Respect that all patients are independent individuals, and utilize different communication methods according to their special needs
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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

• Able to utilize the knowledge on mental disorders to assess the communication difficulties, and maintain good communication with patients according to their individual needs; and
• Able to communicate with patients with mental disorders with professional attitudes, improve their confidence to communicate with orders, as well as their psychosocial quality.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

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	Performance Requirements
	1. Educate elderly on self-management of chronic disease
	
	Be able to
	• Understand the types, causes and treatments of common chronic diseases among the elderly
	• Understand the content of self-management in chronic diseases, such as:
	   o Ways and techniques of self-management
	   o 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
	
	2. Educate elderly on self-management of chronic diseases
	
	Be able to
	• Accurately assess elderlies' needs in terms of self-management, such as:
	   o Knowledge on chronic diseases
	   o Ways and techniques of self-management
	   o Learning difficulties and level of such difficulties
	   o 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:
	   o Teach elderly knowledge and techniques relevant to the diseases
	   o Assist elderly to overcome the obstacles in self-management of diseases
	   o Provide effective resources
	• Evaluate the effectiveness of education on self-management, and the changes elderlies experienced regarding the efficacy of disease management
	
	3. Exhibit professionalism
	
	Be able to
	• 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:

Functional Area - Clinical Care

	• 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.

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

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	Performance Requirements
	1. Knowledge related to diseases and immunization
	
	    Be able to
	• 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:
	    o Reduce mortality rate
	    o 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
	
	2. Understand and implement immunization programmes
	
	    Be able to
	• 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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:

Functional Area - Clinical Care

	• 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	

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

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	Performance Requirements
	1. Basic knowledge of subcutaneous injection
	
	    Be able to
	• 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:
	    ○ 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
	
	2. Subcutaneous injection
	
	    Be able to
	• 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

Functional Area - Clinical Care

	3. Exhibit professionalism Be able to • Inject the prescribed medication safely and correctly by leveraging nursing knowledge • Be mindful of the pain elderlies may experience because of the injection, and offer comfort
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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 effects of the medication and elderlies' adverse reaction; to ensure elderlies' safety when using the medication and ensure their health.
Remark	1. This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses. 2. For information on specification of competency standards of insulin injection, please refer to the Unit of Competency 'Insulin injection'.

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

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	Performance Requirements

1. Basic knowledge of intramuscular injection

Be able to
- 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:
  o Approved drug name
  o Dosage unit and frequency of administration
  o 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

2. Intramuscular injection

Be able to
- 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:
  o Before injection, clean and disinfect the injection area;
  o 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

Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.

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

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	Performance Requirements
	1. Basic knowledge of sterile urine specimen collection
	
	    Be able to
	• Understanding the anatomy of urinary system and microbiology, for example:
	    o Structure of the urinary system
	    o Principle of bacterial growth
	    o Factors affecting bacterial growth
	• Understand the common types of tests for sterile urine specimen such as:
	    o Microscopy
	    o Bacterial culture.
	• Understand factors affecting collection of urine specimens from urinary catheters such as:
	    o Enlarged prostate
	    o Urethral stricture.
	• Understand the relevant preparatory work before collecting sterile urine specimens such as:
	    o Check the doctor's instructions on sterile urine collection
	    o Check if elderlies are taking any medication, for example, antibiotics
	• Understand the tools used in collecting sterile urine specimens such as:
	    o Different types of single-use urinary catheters, such as: straight-tip urinary catheter, curved-tip urinary catheters
	    o Different types of sample tubes, for example, with/without boric acid component tubes
	    o 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
	
	2. Collection of sterile urine specimens
	
	    Be able to
	• Check doctor's instruction on taking sterile urine samples including:
	    o Time
	    o Type of test to be conducted
	    o Whether elderlies are taking any medication

Functional Area - Clinical Care

	• Assess the conditions of elderlies' urethras and according to the purpose of types of testing, select the appropriate tools for collection, such as:
	    ○ Suitable catheter
	    ○ Urine specimen tubes
	• Perform related infection control measures, including:
	    ○ 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:
	    ○ 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:
	    ○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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	This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Basic knowledge of taking blood samples
	
	    Be able to
	• Understand the procedure and guidelines of the institution regarding taking blood samples
	• Understand the basic vascular anatomy and haematology, for example:
	    o Types of blood vessels
	    o Different kinds of vascular structures and their distribution in the body
	    o Blood components
	• Understand the types of common blood tests such as:
	    o Chemical components
	    o Blood cell status
	    o Bacterial culture
	• Understand the tools and techniques of taking blood sample such as:
	    o Syringe
	    o Blood sample tube
	    o 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
	
	2. taking blood specimens
	
	    Be able to
	• Check doctor's instruction of taking blood samples such as:
	    o Time
	    o Type of tests
	    o 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:
	    o Appropriate size and type of needles
	    o Blood specimen tubes
	    o Syringes

Functional Area - Clinical Care

	- Fill in the label of blood sample tube such as: name of patient, date and laboratory tests prescribed - Perform infection control measures such as: - 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: - 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: - Apply direct pressure to stop bleeding - Apply appropriate dressings - Properly handle blood samples, for example: - 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	This Unit of Competency is currently practiced by the enrolled nurses, and registered nurses, phlebotomists or medical practitioners with professional and valid licenses.

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Knowledge on tracheostomy suction
	
	    Be able to
	• 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:
	    o interpretation of medical records
	    o assess respiratory parameters accurately, such as breathing rate, blood oxygen saturation
	    o 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
	
	2. Perform tracheostomy suction
	
	    Be able to
	• assess elderlies' need for tracheostomy suction
	• prepare for tracheostomy suction properly, for example:
	    o explain to elderlies the purpose of tracheostomy suction and the procedures; obtain their consent and ease their fear
	    o protect elderlies' privacy; help them in stay in proper posture
	    o prepare and assemble the necessary equipment and devices; place them in appropriate position
	    o perform infection control measures, including washing hands, donning personal protective equipment
	    o if elderlies are undergoing oxygen therapy, increase oxygen concentration before tracheostomy suction
	• perform tracheostomy suction appropriately
	    o select the suction catheter of the right size
	    o adjust to appropriate suction pressure
	    o insert 10-15 cm of suction tubing into the tracheostomy stoma
	    o press the suction vent intermittently and roll the suction tubing gently; do not perform suction continuously for more than 15 seconds each time
	    o perform the procedure using aseptic technique

Functional Area - Clinical Care

	○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - Ability to assess elderlies' breathing condition and amount of trachel 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	This Unit of Competency is performed by enrolled or registered nurses, and registered physiotherapists.

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Unit of Competency

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	Performance Requirements
	1. Knowledge on replacement of urinary catheters (assess bladder via urethra)
	
	    Be able to
	• 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:
	    o FR (the diameter of a urinary catheter is measured in French (Fr))
	    o the material which the urinary catheter is made of, for example, latex and silicon
	    o urinary catheters with different number of ports, for example two-way and three-way catheters
	    o sterile products, for example, dressing towel, gauze, antiseptics and forceps
	    o 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
	
	2. Replacing urinary catheters
	
	    Be able to
	• 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:
	    o remove the current catheter properly
	    o use aseptic technique
	    o use antiseptics to clean elderlies' groin area
	• Use lubricant properly to reduce the discomfort caused, such as

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Functional Area - Clinical Care

	o inflate the balloon with adequate amount of sterile water to stabilize the catheter
	o connect the urinary catheter to urine bag
	• Provide nursing care after the replacement of urinary catheter, such as
	  o stabilize the urinary catheter on the medial side of the thigh to prevent excessive movement
	  o position the urine bag below the level of the urinary bladder to prevent back flow of urine
	  o detect any twisting or compression of the catheter
	  o monitor the urine output, the patency of the catheter and the fullness of the urinary bladder
	  o advise elderlies to be mindful of the urinary catheter when they move, so as to prevent them from pulling the catheter by accident
	  o keep the urethral opening clean
	• Monitor for possible complications, for example:
	  o abrasion of skin or mucous membrane
	  o bleeding
	  o 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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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Unit of Competency

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	Performance Requirements
	1. Knowledge on performing continuous ambulatory peritoneal dialysis (CAPD)
	
	    Be able to
	• 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
	    o diffusion
	    o osmosis
	    o ultra-filtration
	• Understand the methods to assess the condition of the peritoneum and dialysis catheter (Tenckhoff catheter)
	    o palpation of the abdomen
	    o observe the character of the dialysate
	    o 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
	    o tenckhoff catheter
	    o continuous ambulatory peritoneal dialysis delivery system, such as Ultrabag and Andydisc
	    o 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
	
	2. Peritoneal dialysis care
	
	    Be able to
	• 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:
	    o peritoneal dialysis equipment, such as tubing, drainage bag and dialysate

Functional Area - Clinical Care

	○ 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: ○ 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: ○ 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: ○ 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: ○ 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: ○ 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: ○ the dialysate used ○ the input and output of dialysate ○ the nature of the dialysate ○ the skin condition around the opening for dialysis catheter 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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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Unit of Competency

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	Performance Requirements
	1. Knowledge related to the behavioural and psychological symptoms of dementia
	
	    Be able to
	- 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,
	    o Biological factors, for example, felling unwell and pain.
	    o Psychological factors, for example, the lack of security or fear.
	    o Social factors, for example, fear of interaction with others, the feeling of being excluded, and communication difficulties
	    o Environmental factors, for example, noise, lighting, carer's attitude, and new environment
	- Understand the process of handling the behavioural and psychological symptoms, including:
	    o Assess and analyse the possible causes of the behavioural and psychological symptoms
	    o Provide feasible solutions
	    o Implement the solutions
	    o Review the handling process and outcomes
	    o Review the effectiveness of such solutions
	- Understand the use of psychological symptoms and cognitive ability assessment tools, for example,
	    o Cohen - Mansfield Agitation Inventory
	    o Cornell Scale for Depression in Dementia
	    o Rating Anxiety in Dementia
	    o Mini - Mental State Examination
	- Understand the methods to handle behavioural and psychological symptoms
	
	2. Handle behavioural and psychological symptoms of dementia
	
	    Be able to
	- 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,
	    o Understand the time, frequency and duration of displaying symptoms, and factors that trigger them
	    o Assess the biological and psychological conditions of elderlies, for example, self-care ability, sleeping conditions and emotions

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Functional Area - Clinical Care

	○ 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: ○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency: - 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	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)

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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	Performance Requirements
	1. Knowledge related to psychiatric symptoms and non-medication therapy
	
	    Be able to
	• Understand the types, causes and symptoms of psychiatric disorders, including:
	    o Depression
	    o Anxiety disorders
	    o Severe psychiatric illness, for example, psychosis and bipolar disorder
	• Understand the procedures of applying non-medication therapy to handle psychiatric symptoms, including:
	    o Assess and analyse the symptoms
	    o Formulate concrete and feasible therapy plans with treatment targets and methods
	    o Execute therapy plan
	    o Evaluate the effectiveness of the therapy
	    o Continue / update plans
	• Understand the types of non-medication therapy, for example,
	    o Music therapy
	    o Sensation therapy
	    o Cognitive behavioural therapy
	    o light therapy.
	
	2. Provide non-medication therapy to alleviate psychiatric symptoms
	
	• 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:
	    o Medical records
	    o Physiological and mental conditions, for example, self-care ability, sleeping quality, and emotions
	    o Observe the appearance of elderlies, for example, clothing and appearance, gestures and facial expressions, personal hygiene habits
	    o Understand elderlies' main psychiatric symptoms by observations and asking
	    o Time, frequency and duration of symptoms and how they impact elderlies' daily life
	    o Current treatments received by elderlies, for example, psychiatric drugs and non-medication therapy
	    o Elderlies' social life, for example, family background, how well they get along with others

Functional Area - Clinical Care

	○ 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: ○ 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, ○ Psychotherapy ○ Cognitive-behavioural therapy 3. Exhibit professionalism be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	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	Performance Requirements
	1. Knowledge related to changing nasogastric tube
	
	    Be able to
	• 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:
	    o nasogastric tube used for prolonged period beyond the lifespan recommended by manufacturers
	    o Need for a thicker nasogastric tube for drainage
	• Understand the types and usage of nasogastric tubes, including:
	    o Different materials, for example, rubber and silicone
	    o Different diameters, for example, measurement in FR
	• Understand tools for changing nasogastric tube, such as
	    o Water-soluble lubricants
	    o pH testing paper
	    o 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
	
	2. Change nasogastric tube
	
	    Be able to
	• 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:
	    o Take standard precautions
	    o Choose a suitable nostril for insertion

Functional Area - Clinical Care

	○ 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. ▪ Confirm the nasogastric tube has been inserted to a correct position based on: ○ 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: ○ 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 3. Exhibit professionalism Be able to • Perform the procedures to change nasogastric tube in accordance with evidence-based guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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.

Specification of Competency Standards
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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on staff training
	
	    Be able to
	• Understand the clinical care worker training scheme of the institution
	• Understand the objectives and importance of providing staff training schemes, such as：
	    o Improve workers' skills in terms of clinical care
	    o Enhance elderlies' health conditions and quality of care
	    o Enhance service quality and image of the institution
	• Understand the range of clinical care training, such as：
	    o Infection control
	    o General care procedures, such as assisting the distribution and provision of medications.
	    o 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：
	    o Number of staff trained
	    o Examining the performance of staff
	    o Opinions from staff
	• Understand the recognized institutions or the qualified professionals that provide training in the community
	
	2. Provide staff training for clinical care
	
	    Be able to
	• 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：
	    o Plan clinical care training with concrete content
	    o Choose the appropriate training mode, for example, classroom lesson, practical workshop, field work

Unit of Competency is applicable across different functional areas

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- o Arrange professional personnel as trainer, and recognized training institutes to provide staff training
- Document clearly the executed training scheme, including:
  - o Collect written or verbal feedbacks from staff and trainers
  - o Document the details and expenses of activities
  - o File the record properly

3. Exhibit professionalism

Be able to
- 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

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- 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.

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

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	Performance Requirements
	1. Relevant knowledge on palliative and non-pharmaceutical treatment
	
	    Be able to
	• Understand the purposes and advantages of palliative treatments, such as:
	    o Alleviate physical suffering, torture and emotional frustration
	    o Provide comprehensive care, covering physical, psychological, social and spiritual aspects
	    o 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:
	    o Improve weakness in the limbs with physiotherapy
	    o Ease oedema with massage
	    o Improve insomnia by muscle relaxation
	    o Distracting elderlies from overthinking about their own symptoms.
	
	2. Apply non-pharmaceutical treatments to relieve symptoms other than pain
	
	    Be able to
	• 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:
	    o How symptoms change
	    o How elderlies' emotions change
	    o 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:
	    o Aromatherapy

Unit of Competency is applicable across different functional areas

	o Music therapy. 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	The Hong Kong Anti-Cancer Society (2010) Control of pain- A guide to controlling caner 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

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

Unit of Competency is applicable across different functional areas

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	Performance Requirements
	1. Relevant knowledge on palliative care
	
	    Be able to
	• Understand the objectives and advantages of palliative treatments, such as:
	    o Alleviate physical suffering and emotional frustration
	    o Provide comprehensive care, covering physical, psychological, social and spiritual aspects
	    o Reduce the use of invasive treatment.
	• Understand the key points and content of palliative care in terms physical, psychological, social and spiritual aspects
	    o Relieve symptoms
	    o Induce positive emotion
	    o Provide social support
	    o 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:
	    o Home visit
	    o Patient-sharing session
	    o Social activities
	• Understand the skills to build rapport with elderlies and their families
	
	2. Provide palliative care
	
	    Be able to
	• 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:
	    o Provide medications or other assistive measures to alleviate pain and ease discomfort
	    o Provide counselling to elderlies and their families
	    o Organize social group activities to help elderlies build a support network
	    o Arrange group sharing sessions for elderlies, help them learn to forgive and understand others' situations
	    o 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:
	    o follow-up medical appointments
	    o Rehabilitation training

Unit of Competency is applicable across different functional areas

	○ 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	Centre of Behavioral Health, University of Hong Kong-Palliative treatment http://enable.hku.hk/enable/tch/project_enable/enablealliance/images/HKBuddhistHospital.pdf

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

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	Performance Requirements
	1. Relevant knowledge on psychiatric patients and their psychological needs
	
	    Be able to
	   - 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
	2. Provide psychological support to psychiatric patients
	
	    Be able to
	   - Assess the psychological conditions of psychiatric patients and the possible causes of illness, analyse their psychological needs, and provide suitable psychological support, such as: - Improve personal self-efficiency and self-value - 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 - 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: - 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
	3. Exhibit professionalism

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

Unit of Competency is applicable across different functional areas

	Be able to • 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	The integrated outcome requirement of this Unit of Competency is: • 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	

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

Functional Area - Clinical Care

Title	Design Suitable Living Environments for Patients with Mental Disorders
Code	110784L4
Range	This Unit of Competency is applicable to practitioners who provide nursing services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to design suitable living environments for patients with mental disorders according to the analysis of their nursing and rehabilitation needs, in order to ensure their safety, privacy and dignity, as well as improve their self-care, work and leisure abilities.
Level	4
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the living environment needs of patients with mental disorders - Understand the definition, types, causes and symptoms of mental disorders - Understand the principles of psychosocial rehabilitation therapy for patients with mental disorders - Understand the daily routines of patients with mental disorders in the organization or their homes - Understand the principles of designing the living environment for patients with mental disorders - Understand the promotion of mental rehabilitation, establishing environmental designs that support physical psychological and social rehabilitation - Understand the relationship between the environment and health (physical and mental) - Understand the laws, policies and guidelines of the organization and regulatory agencies on the provision of residential services for people with disabilities, such as: - Organization's policies and guidelines on privacy and environmental safety - The Social Welfare Department's "Service Quality Standards" - Chapter 613 of the Hong Kong Legislations "Residential Care Homes (Persons with Disabilities) Ordinance" - Chapter 613A of the Hong Kong Legislations "Residential Care Homes (Persons with Disabilities) Regulation" - The Social Welfare Department's "Codes of Practice for Residential Care Homes for Persons with Disabilities" - The Hong Kong Housing Society's "Universal Design Guidebook for Residential Development in Hong Kong" - Design manual: Barrier Free Access 2008; Amendments (April 2017) 2. Design suitable living environments for patients with mental disorders - Able to design suitable residences according to the principles of designing living environments for patients with mental disorders, such as: - Create a home atmosphere and familiar environment - Incorporate rehabilitation elements, such as: the use of soft curtains and cushions to reduce echoes causing auditory hallucinations, and the use of light to reduce shadows and illusions, etc. - Reduce the risk of the missing elderly, such as: alarms to prevent patients from getting lost, etc. - Use different rooms to integrate and coordinate different services, in order to facilitate different professional services, such as: activity room, treatment room, interview room, etc.

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

Functional Area - Clinical Care

	○ Respect the elderly's autonomy, self-determination and privacy when designing the living environment ○ Utilize various gerontechnology in cases of low self-care, work and leisure abilities, etc. - Able to take into account the patient's nursing and rehabilitation needs, and further optimize the living environment, such as: ○ Physiological aspects, such as: for patients with poor eyesight, utilize large signs appropriately, and improve the contrast between the handrail color and wall color, etc. ○ Psychological aspects, such as: providing predictable activity resources, developing daily activity schedules to reduce patient anxiety, etc. ○ Social aspects, such as: designing shared spaces and diversified group activities to help improve the patient's social skills, communication skills and self-confidence, etc. ○ Environmental aspects, such as: assessment of environmental safety falls risk, air circulation, etc. 3. Exhibit professionalism - Able to design the living environment for patients with mental disorders, while respecting their autonomy, privacy and self-determination rights - Ensure that the living environment complies with the standards of regulatory agencies and the relevant laws and regulations - Attend to the patient's personal feelings, provide support and understanding to improve their confidence and trust
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to design suitable, comfortable and safe living environments for the patient according to their physical, psychological, social, nursing and rehabilitation needs, as well as the principles of designing the living environment for patients with mental disorders, in order to improve their self-care, work and leisure abilities.
Remark	

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

Functional Area - Clinical Care

Title	Prepare Medications (Service Unit)
Code	110785L4
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to independently, safely and accurately prepare medications for the elderly persons according to the organization's medication preparation guidelines, respond to different conditions, as well as appropriately manage medication risks.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on basic medication preparation
	
	• Understand the organization's medication preparation guidelines, such as: night, holiday and daily medication preparation guidelines, etc.
	• Understand the environmental facilities of different medication preparation appliances and service units, such as:
	   o Medicine container, independent refrigerator to store refrigerated medicine
	   o Medicine cutter
	   o Separate medication preparation space
	   o Quiet environment and sufficient light, etc.
	• Understand the procedures for checking medications
	• Understand the principles for medication verification, including the "three verifications and five checks"
	• Understand the methods of custody, storage and management of medications, such as:
	   o Independent medicine storage cabinet with a padlock
	   o Refrigerator for medicine with a temperature monitor
	   o Medication storage record book
	• Understand the documents and recording methods required for the preparation of medications, such as:
	   o Medication preparation and dispensing records
	   o Elderly's personal medication records, such as: eHealth (available to nurses), drug allergy information, etc.
	
	2. Prepare medications (service unit)
	
	• Utilize the environment and available facilities of the service unit to arrange appropriate medication preparation areas, such as:
	   o Prepare medications in specific independent compartments
	   o Post clear signs in the medication preparation area
	   o Arrange specific time periods for medication preparation
	• Select appropriate equipment for medication preparation, such as:
	   o Arrange separate medicine cups or boxes for the elderly
	   o Ensure that each medicine cup or box is covered by a lid and labelled, etc.
	• Design special labels for medicine cups of boxes to remind the elderly, such as:
	   o Medications that have specific meal and prescription instructions
	   o Do not take with milk or stomach medications, etc.
	• Accurately and strictly execute the "three verifications and five checks" while medication preparation to avoid mistakes
	• Comply with infection control measures, such as:

Functional Area - Clinical Care

	○ Wear a mask when preparing medications ○ Clean hands or wear gloves before and after preparation ○ Prepared medication should be stored and locked - Sign and appropriately store the preparation and dispensing records - Regarding medications to be taken immediately, administer them to the elderly immediately after preparation and verification - Regarding medications brought home by the elderly, submit them to the responsible staff for verification - Clean and disinfect the medication preparation supplies, and appropriately organization the medication preparation area - Monitor and follow-up the elderly's condition after taking the medication to prevent the risk of accidental, overdose or missed doses by the elderly - Appropriately handle remaining and expired medications for the elderly 3. Exhibit professionalism - Comply with the organization's medication preparation guidelines and safety measures, including the "three verifications and five checks" principle, to reduce the risk of errors - Safety and accurately prepare and distribute medications to the elderly under different service units - Monitor and follow-up the conditions of the elderly persons after taking medications
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to comply with the organization's medication preparation guidelines and safety measures to correctly execute the medication preparation and dispensing procedures under different service units; and - Able to monitor and follow-up the conditions of the elderly persons after taking medications.
Remark	1. Community care services should prepare medications for the elderly persons for one or more days according to the organization's guidelines. 2. This UoC is presently performed by practitioners who hold valid enlisted nurse, registered nurse, dispenser or pharmacist licenses.

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

Functional Area - Clinical Care

Title	Prepare Medications (Elderly's Home)
Code	110786L4
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to apply pharmacological knowledge in the elderly's diverse home environment, in order to independently, safely and accurately prepare medications for the elderly persons, and appropriately manage medication risks.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on medication preparation
	
	• Understand the organization's medication preparation guidelines, such as: night, holiday and daily medication preparation guidelines, etc.
	• Understand the knowledge of medications commonly used by the elderly persons, such as:
	    o The side effects, interactions, adverse and allergic reactions of diabetic, cardiovascular, dementia medications, etc.
	• Understand the procedures for preparing medications, such as:
	    o Clean and disinfect the preparation area and tools
	    o The "three verifications and five checks" principle, allergy history and medication expiry date
	    o Infection control measures
	• Understand the different medication preparation tools and home environment facilities, such as:
	    o Materials, compartments and dimensions of the medicine storage and preparation boxes
	    o The performance of various types of medicine cups and cutters
	    o Separate medicine preparation area, which is quiet and has sufficient lighting
	    o Different home design and furnishings of the elderly's homes
	• Understand the storage and management methods of medications in different home environments, such as:
	    o The shelf life and storage methods of unused and opened medications
	    o The medicine must be stored in cool, dry, places, refrigerated or kept sealed before their use
	    o Medication storage record book
	    o Handle incidents related to medication management at the elderly's home, such as: failure to store medications due to refrigerator malfunction, inconsistent quantities, record mismatch, etc.
	• Understand the documents required to prepare home medications, such as:
	    o Elderly's medical and medication records, such as: e-Health (available only to nurses), home medication records, medication inventory records, etc.
	
	2. Prepare medications (elderly's home)
	
	• Determine the home environment and disposable facilities on site, and arrange appropriate medication preparation areas, such as:
	    o Inspect the home environment and design an independent area for medication preparation

Functional Area - Clinical Care

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- o Post clear signs in the scope of medication preparation
- o Arrange specific time periods for on-site medication preparation
- o Select suitable home supplies for medication preparation, such as:
  - ▪ Check whether the home supplies used to prepare medications are safe and secure
  - ▪ Select the appropriate division and size of the medication box
- Design and post clear and user-friendly signs to instruct the elderly or staff who provide "reminders to take medications", such as:
  - o Different colors suggesting taking medications before or after meals
  - o Images reminding the elderly to chew the medication, check the blood pressure or heart rate before taking medications, etc.
- Strictly execute the "three verifications and five checks" principle to accurately prepare medications
- Comply with infection control measures, such as:
  - o Wear a mask when preparing medications
  - o Clean hands or wear gloves before and after preparation
  - o Clean and disinfect the medication preparation supplies, and appropriately organize the medication preparation area
- Utilize the on-site home environment to appropriately arrange medication storage, such as:
  - o Select a safe and consistent location to store the prepared medicine box, and design indication marks for it
  - o Select appropriate storage equipment to store the medicine according to the medication management guidelines
  - o Separately compartmentalize the medicine that must be refrigerated, and ensure the refrigerator is equipped with a thermometer
- Assist or instruct the carers of the elderly on the storage of medications
- Monitor and follow-up the elderly's condition after taking the medication to prevent the risk of accidental, overdose or missed doses by the elderly
- Appropriately handle remaining and expired medications for the elderly
- Clearly record and timely update the documents for the preparation of home medications, such as:
  - o Check the medication labels with the home medication preparation records and eHealth
  - o Ask the elderly/carers about their recent physical conditions to find out about recent private doctor consultations, prescription changes, and accurately record them accordingly
- Record the precautions for the elderly's medications, so that the medical staff could refer to them or provide instructions accordingly, such as:
  - o Assess the elderly's condition and flexibly amend the medication plan
  - o Assess the possible adverse reactions of the medication, and the methods of managing them

3. Exhibit professionalism

- Comply with the organization's medication preparation guidelines and safety measures, appropriately utilize the home environment and supplies, and accurately prepare medications according to the "three verifications and five checks" principle, in order to reduce the risk of errors
- Comply with the medication storage guidelines, instruct and supervise the elderly persons to appropriately store the medications in different home environments, and monitor the elderly's medications for follow-up purposes

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Specification of Competency Standards
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Unit of Competency

Functional Area - Clinical Care

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to correctly execute the procedures for preparing and storing medications under different elderly home environments, according to the organization's medication preparation guidelines and safety measures; and • Able to clearly inspect the information and records required for the medication preparation, safely and accurately store the medicine, and monitor and follow-up the elderly's condition after taking medications.
Remark	This UoC is presently performed by practitioners who hold valid enlisted nurse, registered nurse, dispenser or pharmacist licenses.

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

Unit of Competency is applicable across different functional areas

Title	Provide Psychological Support for Patients with Chronic Diseases and their Carers
Code	110906L4
Range	This Unit of Competency is applicable to practitioners who provide spiritual support to the carers in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to arrange appropriate support services for patients with chronic diseases and their carers, according to their spiritual needs, in order to relieve stress and improve their quality of life.
Level	4
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on providing psychological support for patients with chronic diseases and their carers - Understand the relevant guidelines and procedures on the support services for patients with chronic diseases and their carers - Understand the types of chronic diseases, related symptoms and possible causes - Understand the difficulties faced by patients with chronic diseases and their carers, as well as the possible consequences - Understand the psychological conditions of patients with chronic diseases and their carers, and analyze their knowledge and skills on psychological needs - Understand the knowledge and skills of different psychological support activities, in order to relieve the emotions and stress of patients with chronic diseases and their carers 2. Provide psychological support for patients with chronic diseases and their carers - Assess the problems faced by patients with chronic diseases and their carers, analyze their psychological conditions and needs, and provide appropriate psychological support, such as: - Improve self-efficacy and sense of self-worth, such as: - Raise the awareness of chronic diseases among patients and their carers - Improve the self-care abilities of patients - Improve the carer's nursing knowledge and skills, etc. - Reduce the feelings and conditions of patients and their carers facing chronic diseases alone, such as: - Group sharing with fellow patients - Refer appropriate community resources to patients and their carers - Encourage participation in social activities, broaden their social circle and improve interpersonal relationships, etc. - Arrange different psychological support activities to relieve the emotions and stress of patients with chronic diseases and their carers, according to their characteristics, such as: - Spiritual support with the theme of "Happiness", such as: sharing stress-relieving food, etc. - Spiritual support with the theme of "Flow", such as: music, meditation, activities, etc. - Spiritual support based on the themes of "Mindfulness" and "Savoring"

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

Unit of Competency is applicable across different functional areas

	▪ Activities with the theme of optimistic thoughts, such as: positive thought training and abdominal breathing/muscle relaxation exercises, etc.
	• Improve the relationship between patients with chronic diseases and their carers, in order to achieve mutual supportive psychological conditions, such as:
	    ○ Assist participants to face life with gratitude
	    ○ Assist participants in handling their disputes
	    ○ Assist participants in communication skills, etc.
	
	3. Exhibit professionalism
	
	• Able to provide different levels of psychological support to meet the psychological needs of patients with different chronic diseases and their carers
	• Able to attend to and understand the psychological conditions of patients with chronic diseases and their carers, and provide support and encouragement

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess the conditions of patients with chronic diseases and their carers, according to the organization's relevant procedures and guidelines, and provide appropriate psychological support and assistance to relieve their stress and improve their quality of life.
Remark	

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

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	Performance Requirements
	1. Relevant knowledge on specialist treatment
	
	    Be able to
	• Understand the current healthcare system in Hong Kong, including:
	    o Division of specialties
	    o Public and private sectors.
	• Understand the content of various specialties, including:
	    o Fee structure
	    o Examinations and treatments offered
	    o Procedures and ways of making referral
	    o Approximate waiting time
	• Understand the ways and skills to assess the needs of specialist treatment for elderlies
	
	2. Refer the elderly that requires specialist treatment
	
	    Be able to
	• Assess the elderlies current physical conditions, and consider various factors determining elderlies' needs and the types of specialist treatments available, such as:
	    o Effects of current treatments
	    o Needs for further tests, examinations and treatments
	    o Expected effects of specialist treatments
	    o 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:
	    o Provide relevant medical reference
	    o Contact the medical specialty
	    o Book appointment
	    o Document all relevant referral information clearly, and follow up with the elderlies' conditions after receiving specialist treatments
	
	3. Exhibit professionalism
	
	    Be able to
	• 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:

Specification of Competency Standards
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Functional Area - Clinical Care

	• Ability to assess physical conditions of elderly, analyse their needs for specialist treatment, and refer them to suitable medical specialists.
Remark	

Specification of Competency Standards
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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	Performance Requirements
	1. Relevant knowledge on personal advance care plan for elderly
	
	    Be able to
	• Understand the common chronic diseases among the elderly and how they influence their daily life, such as:
	    o Food choice restrictions for elderlies with diabetes
	    o Mobility level and self-care ability among post-stroke elderlies
	• Understand the care procedures including:
	    o Health assessment
	    o Establish nursing diagnosis and formulate care plans
	    o 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:
	    o Make nursing diagnosis in PES format
	    o Set up care objectives in SMART format
	
	2. Design personal advanced care plans for elderlies
	
	    Be able to
	• Assess the health conditions of elderly patients comprehensively by various means, and collect health data, such as:
	    o Body check
	    o Use clinical charts
	    o Interview
	    o Laboratory reports
	    o 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

Functional Area - Clinical Care

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Employees implementing this unit of competency are supposed to have knowledge on common chronic diseases among the elderly and respective care procedures.

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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	Performance Requirements
	1. Relevant knowledge on the quality of advanced personal care for elderly
	
	Be able to
	• 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
	
	2. Monitor the quality of advanced personal care for elderlies
	
	Be able to
	• Monitor the quality of care comprehensively, collect data using various methods including:
	   o Use relevant charts such as, Home Care Quality Indicators – InterRAI
	   o Use relevant data, such as the number and frequency of pressure sores on the elderlies, to monitor the quality of pressure sore preventive care
	   o Make clinical observation, for example, observe the skills of employees when moving or transferring a post-stroke patient
	   o 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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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	• 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	Performance Requirements
	1. Basic knowledge on physical check-up for elderly
	
	Be able to
	• 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:
	   o Diabetes affects nerves and blood vessels, and could cause foot ulceration
	   o 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
	
	2. Perform physical check-up
	
	Be able to
	• 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
	
	3. Exhibit professionalism
	
	Be able to
	• 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	The integrated outcome requirements of this Unit of Competency are: • 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.

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	Performance Requirements
	1. Basic relevant knowledge on complications of disease
	
	    Be able to
	• 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
	
	2. Monitor complication arising from diseases
	
	    Be able to
	• Verify identity, ensure the correct identity of elderly
	• Understand and assess elderlies' body conditions using various methods, such as:
	    o Studying their medical history
	    o Apply visual inspection, auscultation, palpation and percussion to examine elderlies physically
	    o Utilize devices for observation and measurement, such as stethoscope and blood glucose monitoring device
	    o 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:
	    o Provide oxygen or perform resuscitation
	    o Provide medications.
	• Refer the cases to appropriate healthcare professionals if necessary, such as:
	    o Seek assistance from doctor before adjusting the medication routine
	    o Refer the case to dietitian to improve elderlies' diets
	• Record the conditions of elderlies accurately, monitor the figures closely and perform care procedures
	
	3. Exhibit professionalism
	
	    Be able to
	• 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

	• Understand the special conditions and needs of individual elderlies, and provide follow-up checks for long-term comparison
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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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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	Performance Requirements
	1. Basic knowledge of intravenous injection
	
	    Be able to
	• 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:
	    o Recognized names of medicine
	    o Dosage units and frequency of administration
	    o 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
	
	2. Intravenous injection
	
	    Be able to
	• 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

Functional Area - Clinical Care

	- 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: - 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 3. Exhibit professionalism Be able to - 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	The integrated outcome requirements of this Unit of Competency are: - 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	This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.

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Functional Area - Clinical Care

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	Performance Requirements
	1. Basic knowledge of intravenous infusion
	
	    Be able to
	• 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:
	    o names of registered medicines
	    o 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
	
	2. Intravenous infusion
	
	    be able to
	• 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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	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	This Unit of Competency is currently practiced by the enrolled nurses and registered nurses with professional and valid licenses.

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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	Performance Requirements
	1. Knowledge on complicated wound care
	
	    Be able to
	• Understand the nature of complicated wound, for example:
	    o the size of the wound
	    o the involvement of deep tissues
	    o long healing time
	• Understand the complicated wounds common among elderlies, for example:
	    o arterial ulcer
	    o pressure sores
	    o infected wound
	• Understand the factors affecting healing of wounds
	    o the pathology of wounds, such as ischaemia, oedema, infection and localize pressure
	    o lengthening of healing time due to illness, such as diabetes and vascular disease
	• Understand normal wound healing process, for example:
	    o epithelialization
	    o granulation
	• Understand the principles of wound care, for example:
	    o controlling inflammation and infection
	    o keep wound at suitable humidity
	    o improve nutritional status
	    o 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
	    o negative pressure wound therapy
	    o various debridement procedures
	• Understand the functions and properties of different dressings
	    o anti-microbial dressing
	    o non-adherent dressing
	    o charcoal dressing
	    o absorbent dressing
	    o hydrocolloid dressing
	    o silver dressing .
	• Understand methods to monitor wound healing progress

Functional Area - Clinical Care

	2. Complicated wound care
	Be able to
	• Conduct basic assessment on the condition of the wound, including:
	o the type and the location of wound
	o the wound bed status
	o the condition of periwound skin
	o the nutritional status of elderlies
	o 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:
	o apply aseptic techniques
	o take infection control measures
	o apply appropriate wound cleansing method, such as by irrigation and swabbing
	o Dress the wound properly
	o Apply wound dressings properly, such as anti-microbial dressings and wound fillers
	• Monitor the wound healing progress, by taking note of:
	o the size of wound
	o the wound bed
	o the condition of the periwound skin
	o the colour, odour and the volume of exudate
	o take photos regularly to document the healing progress
	• Document the care process and relevant information properly, for example:
	o the dressing used
	o the antiseptics
	o wound healing progress
	• If there are signs of issues, refer the case to healthcare professionals if necessary
	3. Exhibit professionalism
	Be able to
	• Provide wound care for complicated wounds according to evidence-based guidelines
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	• 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	Performance Requirements
	1. Knowledge on wound care
	
	    Be able to
	• 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
	    o medical history of elderlies
	    o controlling inflammation and infection
	    o keep the wound at suitable humidity
	    o improve nutritional status
	    o 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:
	    o the lifestyle habits of elderlies
	    o the ability of the carer to handle the wound
	• Understand the community resources available for wound care, for example
	    o community nurse service
	    o out-patient clinics
	    o wound-care nurse service
	
	2. Formulating wound care plan
	
	    Be able to
	• Evaluate the condition of the wound and the factors affecting wound healing among elderlies, such as:
	    o the type and the location of the wound
	    o the condition of the periwound skin
	    o the nutritional status of elderlies
	    o medical illnesses that hinder wound healing, such as diabetes
	    o pain .
	    o Establish treatment goals according to conditions of elderlies and their wound
	• Formulate personalized wound care plan according to wound care principles, for example:
	    o the types of dressings to be used
	    o the method of wound cleansing

Functional Area - Clinical Care

	○ 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
	
	3. Exhibit professionalism
	
	    Be able to
	  • 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	The integrated outcome requirements of this Unit of Competency are:
	
	  • 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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Unit of Competency

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	Performance Requirements
	1. Relevant knowledge on clinical staff training
	
	    Be able to
	• Understand the relevant theories in Human Resource Management
	• Understand the available resources in the department, including:
	    ○ Availability of funding
	    ○ Time
	    ○ Availability of space and venue
	    ○ Relevant professional knowledge and skills.
	• Understand the scope of clinical nursing care training, such as:
	    ○ 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:
	    ○ 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
	
	2. Design staff training scheme for clinical nursing care
	
	    Be able to
	• 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.

Unit of Competency is applicable across different functional areas

	• 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:
	  ○ 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
	
	3. Exhibit professionalism
	
	  Be able to
	• Ensure the training programme helps enhance the clinical nursing care skills and quality of service provided by the staff

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • 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	Performance Requirements
	1. Relevant knowledge on palliative care plan
	
	    Be able to
	• Understand the objectives and advantages of palliative treatments, such as:
	    o Alleviate physical suffering and emotional frustration
	    o Provide comprehensive care, covering physical, psychological, social and spiritual aspects
	    o Reduce the use of invasive treatment
	• Understand the common physical and psychological problems among the elderly in their late stage of life, such as:
	    o Physically, pain, weakness in the limbs, poor appetite, and insomnia.
	    o 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:
	    o Perform comprehensive assessment, including relevant assessment / measurement tools
	    o Execute the care plan
	    o Review the care plan.
	• Understand the resources and other supports in palliative care, such as:
	    o Volunteer visits
	    o Patient-sharing session
	    o Social activities.
	• Understand the skills to build rapport with elderlies and their families
	• Understand the skills to draft a care plan
	
	2. Design palliative care plan
	
	    Be able to
	• Under assistance from various professional disciplines, perform comprehensive and multi-disciplinary assessments on elderlies to understand the present general condition of elderly, such as:
	    o Physical symptoms, especially pain or discomfort
	    o Mobility level and self-care ability
	    o Emotions and stress
	    o Family relationship and family issues
	    o Personal value
	    o Cultural background

	• 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 3. Exhibit professionalism Be able to • 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	The integrated outcome requirements of this Unit of Competency are: • 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	Centre of Behavioural Health, University of Hong Kong-Palliative treatment http://enable.hku.hk/enable/tch/project_enable/enablealliance/images/HKBuddhistHospital.pdf

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Unit of Competency

Functional Area - Clinical Care

Title	Manage Stored Medications
Code	110787L5
Range	This Unit of Competency is applicable to practitioners who provide community care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess and analyze the nature and risks of medications, and appropriately manage and store them to reduce the risk of misuse.
Level	5
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the management of stored medications - Understand the organization's guidelines on the management of stored medications - Understand the basic pharmacology - Understand the factors that affect chemical decomposition, such as: sunlight, temperature, humidity, etc. - Understand the different classification methods of medications, such as: - Route of administration - Chemical properties - Treatment effects, etc. - Understand the common medication risks, such as: mislabeling and inappropriate storage, etc. - Understand the risks of evaluating and analyzing stored medications - Understand the methods to correctly store medications 2. Manage stored medications - Comprehensive assessment of the risks of stored medications, such as: - Labeling methods - Storage environment - Procedures for medication delivery and authorized custody - Authorized custody of appropriate quantities of medications - Storage methods of dangerous medications prescribed by registered doctors for the elderly persons, etc. - Analyze and manage the risks of stored medications, such as: determining whether the methods of managing stored medications is appropriate or high-risk according to international professional standards, etc. - Perform registration procedures for the authorized custody of incoming and outgoing medications - Medications must be stored in a locked cabinet - Each elderly's medications must be stored separately - Store medications according to the guidelines of the pharmaceutical manufacturer, such as: store in suitable environments, etc. - Regularly monitor, manage and review the risks of storage methods - Regularly check the expiry dates and quantity of the medications elderly's medications in custody, appropriately disposed of expired medications and notify the elderly persons to replenish insufficient medications - The elderly persons should not store medications that are not required to be taken within the service unit/center or are not prepared for them

Functional Area - Clinical Care

	• Frequently communicate with the staff engaged in medication management, to further understand the appropriate methods to improve the management and storage of medications • Regularly participate in pharmacological and related legislation courses approved by the organization to understand the latest knowledge on management of medications 3. Exhibit professionalism • Strictly supervise the appropriate storage and withdrawal of various medications • Understand the latest knowledge on management of medications
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the knowledge of the management of stored medications, and execute appropriate storage methods according to the project standards, in order to avoid the misuse of medications by elderly persons; and • Able to regularly review and manage the risks of the methods of storing medications, and communicate with relevant staff to improve the methods of managing stored medications; and • Able to keep up with the latest information and laws to ensure the appropriate management of stored medications.
Remark	1. Practitioners who perform this UoC possess knowledge on basic pharmacology. 2. To execute the management and storage of dangerous medications, the relevant procedures should be performed correctly according to the organization's procedures and guidelines, and complies with the "Dangerous Drugs Ordinance".

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

Unit of Competency is applicable across different functional areas

Title	Refer the Elderly Persons in Need to Specialist Care Assessments
Code	110907L5
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess the elderly persons for their care needs according to the changes in their physical conditions and the organization's service assessment and referral mechanism, so that they can be referred to receive appropriate special care assessments and services.
Level	5
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on specialist care needs assessment
	
	• Understand the organization's mechanism, execution procedures and guidelines on service assessment and referral
	• Understand the content of the elderly persons currently receiving specialist care assessment services, such as:
	    o Service type, such as: wound and stoma specialist, community nursing, diabetic specialist nursing, pain specialist nursing, outreach nursing, etc.
	    o Number of services, etc.
	• Understand the types, referral conditions and procedures of specialist care assessment services
	• Understand the methods and techniques of assessing the physical condition of the elderly, such as:
	    o Nursing diagnosis (PES)
	    o With the elderly's consent, inquire and review their medical records and diagnosis with the relevant medical team
	    o Conduct physical examinations for the elderly
	    o Interview the elderly and their family members to obtain their health history
	• Understand the communication skills with the elderly persons and their families
	• Understand the skills of writing records
	
	2. Refer the elderly persons in need to specialist care assessments
	
	• Initially assess the elderly's physical conditions and self-care abilities, such as:
	    o Assessment their abilities on performing activities of daily living (ADLs) and instrumental activities of daily living (IADLs)
	    o Vision and hearing assessments, such as: Snellen Eye Chart Test, Whispered Voice Test, etc.
	    o Wound assessment, such as wound location, size, type, exudates, etc.
	    o Diabetic assessment, such as: blood glucose records, etc.
	    o Cognitive and communication skills assessment, such as Mini-Mental State Examination, etc.
	    o Psychological and mental conditions, such as: Geriatric Depression Scale, etc.
	    o Nutrition and water intake, such as: Body Mass Index, etc.
	• Examine the special circumstances of the elderly, such as: discharge from the hospital after illness, falls, communicable diseases, etc.

Unit of Competency is applicable across different functional areas

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- Confirm the types of specialist care assessment services that the elderly requires according to the changes of their physical condition and other important factors, such as:
  - Health and disease assessments
  - Mental health assessment
  - Nutritional assessment
  - Falls risk assessment
  - Home environment assessment, etc.
- Explain to the elderly and their family members the need for the referral to specialist care assessments and related arrangements, such as:
  - Content and procedures of care needs assessment service
  - Waiting time
  - Fees, etc.
- Refer the elderly to specialist care assessment, and follow-up the condition after the referral and assessment, such as:
  - Related medical information
  - Various assessment reports
  - Contact information of the elderly and carers, etc.
- Record and appropriately store referral data

3. Exhibit professionalism

- Assess the elderly's physical conditions and their changes, and refer to specialist care as needed
- Refer the elderly persons to specialist care assessments and follow-up their situation afterwards
- Establish good communication relationships with the elderly persons and their family members, show empathy, and maintain an objective and professional attitude
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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to utilize professional knowledge and assessment skills to comprehensively analyze the needs of the elderly for referral to specialist care, according to the organization's service assessment and referral mechanism, and make appropriate referrals while possessing communication relationships with the elderly and their family members; and
- Able to timely follow-up the status of the elderly's assessment services, and their needs of care services.
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Specification of Competency Standards
for the Elderly Care Service Industry
Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Design Special Meals
Code	110957L5
Range	This Unit of Competency is applicable to practitioners who provide clinical care services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to assess and analyze the elderly's dietary needs, and design special meals for them according to their health conditions, in order to improve the elderly's diet and overall health.
Level	5
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the elderly's special meals - Understand the causes and pathologies of the elderly with special needs, such as: - Malnutrition - Dysphagia - Illness - Current treatment regimen, etc. - Understand methods to assess the elderly's diet - Understand the frequent special meals for the elderly, and knowledge on nutrition and physiology, such as: - Low-calorie meals - Difficulty swallowing meals - Low-sodium meals - Understand the skills of designing personalized special menus - Understand the elderly's food preferences, refer to their personal backgrounds and cultures - Understand the methods to prepare special menus 2. Design special meals - Assess the elderly's diet and health conditions, including: - Nutritional assessment - Eating Assessment Tool - Medical history - Past and current treatment regimens, etc. - Analyze the assessment results and integrate various data to determine the rationale behind the elderly's need for special meals, such as: - To control blood sugar from eating habits - Elderly persons who have dysphagia after a stroke need to eat mushy food in order to prevent aspiration pneumonia, etc. - Design personalized meals according to the rationale behind the elderly's need of special meals, such as: - Provide additional nutrition, such as: cancer patients require higher nutritional values - Elderly persons who suffer from dysphagia, such as: stroke patients suffering from dysphagia need to eat mushy food to reduce the chance of food entering the trachea

Unit of Competency is applicable across different functional areas

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- o Control diseases, such as: diabetics require food with low glycemic index to control their blood glucose levels
- o Avoid affecting the current treatment, such as: elderly persons taking anticoagulant medications are contraindicated to food with vitamin K, since it counteracts the drug
- o Food preferences, such as: some may not eat certain food due to religious or personal reasons
- Prepare personalized special menu, such as:
  - o Ingredients, such as: beef, peanuts, etc.
  - o Nutritional value, such as: amount of fat and protein, etc.
  - o Processing methods, such as: crushing, boiling, etc.
  - o Cooking methods, such as; avoid frying, spicy, etc.
  - o Additional ingredients, such as: coagulation powder, protein powder, etc.
  - o Reasons for special needs, such as: low sodium, low caloric, etc.
- Review the elderly's nutritional and disease conditions and modify the content of the special menu according to their diet, appetite and health condition, such as: weight, blood glucose, blood pressure, etc.

3. Exhibit professionalism

- Utilize professional knowledge and skills to design special meals according to the elderly's health condition and personal preferences
- Review the elderly's condition after meals and modify the content of the special menu accordingly

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to assess the elderly's diet and health condition, analyze the rationale behind their need of special meals, integrate various data, and design appropriate special meals for them; and
- Able to review the elderly's nutrition and disease condition, and modify the content of the special menu in order to improve their diet and overall health.

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

Functional Area - Gerontechnology

Title	Understand the Basic Knowledge on the Technology for Community Support and Health Monitoring
Code	110881L1
Range	This Unit of Competency is applicable to practitioners who provide technological equipment in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to follow the relevant guidelines and procedures to understand the basic knowledge on the technology for community support and health monitoring.
Level	1
Credit	1 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the technology for community support and health monitoring • Understand the names of the technology for commonly used community support and health monitoring, such as: 　　o eHealthcare system, Jockey Club eHealth, Safety Bell, Care-on-Call Service, Safety Phone, e-See Find, e-Care Link, Easy Home Services, Video Call System, etc. • Understand the basic goals of health monitoring technology, such as: 　　o Safety Bell: provide comprehensive care, community support and emergency help services for the elderly persons and people in need in Hong Kong 　　o Jockey Club eHealth: apply electronic health management technology to improve the elderly's health management abilities, etc. • Understand the basic operation of health monitoring technology, such as: 　　o Safety Bell: connected to the "life-saving bell" device of the 24-hour emergency support control center, it is a service to talk to the staff on duty and call for help 　　o Jockey Club eHealth: uses the cloud to send the elderly's health data to the nurse team for monitoring and follow-up through the center's electronic health station • Understand the people eligible to the use of health monitoring technology, such as: 　　o Safety Bell: the elderly persons, patient with chronically diseases, families who need to take care of young children, people who do not speak Cantonese, etc. 　　o Jockey Club eHealth: members of the elderly center, etc. • Understand the charges for health monitoring technology, such as: 　　o Safety Bell: annual or monthly subscriptions; those who subscribe for 12 months are exempted from the initial installation fee 　　o Jockey Club eHealth: free of charge • Understand the application of funding for health monitoring technology, such as: 　　o Safety Bell: eligible personnel can apply for funding for Safety Alarm Services from the Social Welfare Department and the Housing Department, and successfully applicants will be exempted from deposits and service fees, etc. • Understand the methods to obtain the detailed information regarding health monitoring technology, such as: website, leaflet and the placement locations of relevant information, etc. • Understand the application/inquiry channels, such as: contact methods of the responsible staff and technical support, etc.

Functional Area - Gerontechnology

	2. Understand the basic knowledge on the technology for community support and health monitoring
	
	• Methods to understand the basic knowledge on the technology for community support and health monitoring, such as:
	   o Orientation
	   o Lectures on health monitoring technology
	   o Supervisor's explanation
	   o Meetings, such as: service quality meetings, staff meetings, etc.
	• Understand the appropriate attitudes to learn the basic knowledge on the technology for community support and health monitoring, such as:
	   o Listen carefully
	   o Record main points
	   o Ask questions and clarify issues when needed
	• Understand the follow-up work regarding the basic knowledge on the technology for community support and health monitoring, such as:
	   o Inspect the location where the relevant information is placed, such as: the leaflet is placed at the enquiry desk, etc.
	   o Inspect the location of the technology equipment, such as: the center's Jockey Club e-Health Service Station is located in the lobby, etc.
	   o Meet and exchange contact methods with the staff responsible for the technology for community support and health monitoring, etc.
	
	3. Exhibit professionalism
	
	• Understand the basic knowledge on the technology for community support and health monitoring, and explain the locations of their placement

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to comply with the relevant guidelines and procedures to understand the basic knowledge on the technology for community support and health monitoring.
Remark	

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

Functional Area - Gerontechnology

Title	Understand and Implement Security Measures for Electronic Data
Code	110882L3
Range	This Unit of Competency is applicable to practitioners who provide electronic health records in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to understand and implement security measures for electronic data, according to the relevant guidelines and procedures to protect the elderly's privacy.
Level	3
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the security measures for electronic data
	
	• Understand the importance of security measures for electronic data in order to protect the elderly's privacy
	• Understand the organization's security measures for electronic data, such as:
	   o Set access restrictions of electronic data by rank
	   o Personal information of the elderly persons has been verified and encrypted, such as:
	      ▪ Hong Kong Identity Card Number
	      ▪ Date of birth and gender
	      ▪ Medication coding, etc.
	   o Other people can only access the elderly's personal information with their consent or authorization
	   o To prevent data leakage, downloading of electronic health records is restricted
	   o Ensure that the staff are situated in suitable environments to protect their privacy when accessing the elderly's personal information
	   o The staff must not disclose any private information of the elderly persons
	• Understand the methods to implement security measures for electronic data, such as:
	   o Do not open emails, attachments or hyperlinks from unknown sources
	   o Change passwords regularly and use passwords that are difficult for others to guess, such as: use a strong password consisting of at least eight letters, numbers, and special symbols of different sizes
	   o Regularly backup the information and store them in safe locations
	   o Activate the firewall to protect the computer or network
	   o Conduct regularly anti-virus scans for the computers to detect and delete malware, etc.
	• Understand that the staff cannot divulge in private information of the elderly persons
	
	2. Understand and implement the security measures for electronic data
	
	• Implement the security measures for electronic data according to the organization's guidelines, such as:
	   o Be in a suitable environment when recording or processing the elderly's personal data, in order to protect their privacy
	   o Explain to the elderly persons their privacy rights and the organization's security measures for electronic data
	   o Obtain consent from the elderly persons before accessing their electronic data
	   o The staff in charge must verify the elderly's identity before requesting access to or editing electronic data

Functional Area - Gerontechnology

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- The staff can access electronic health records by rank when needed. If the action exceeds their duties, they must be approved by their senior
- Colleagues must implement security measures for electronic data
- In the event of an electronic data security incident; take prompt response measures according to the organization's guidelines, such as:
    - Disconnect the internet connection and immediately report the incident, etc.

3. Exhibit professionalism

- When implementing security measures for electronic data, carefully comply with the guidelines and protect the elderly's privacy
- Maintain good communication with the elderly persons so that the they clearly understand the security measures for electronic data

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to comply with the organization's procedures and guidelines on security measures for electronic data; and
- Able to strictly implement security measures for electronic data in daily operations.

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

Functional Area - Gerontechnology

Title	Assist the Elderly Persons/Carers to Collect, View and Monitor Electronic Health Records at Home
Code	110883L3
Range	This Unit of Competency is applicable to practitioners who provide technological equipment in the elderly care service industry.The application requires performing a broad range of tasks in familiar and some unfamiliar working environments, and its execution requires analytical skills.Practitioners should be able to follow the relevant procedures and guidelines to assist the elderly/carers in collecting, viewing and monitoring electronic health records in their home environments, in order to improve the elderly's health management abilities.
Level	3
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on assisting in collecting, viewing and monitoring electronic health records
	
	    • Understand the targets and procedures of collecting, reviewing and monitoring electronic health records
	    • Understand the tools and equipment that collect electronic health records, such as:
	        ◦ Medical instruments connected to computers, such as:
	            ▪ Sphygmomanometer
	            ▪ Thermometer, etc.
	        ◦ Health measurement monitors and displays that the elderly persons carry around with them
	        ◦ Elderly health quality questionnaire
	        ◦ Personal privacy information transfer form
	    • Understand the communication methods and attitudes when assessing the records with the carer, such as:
	        ◦ Listen patiently
	        ◦ Earnest attitudes
	        ◦ Explain carefully, etc.
	
	2. Assist the elderly persons/carers to collect, view and monitor electronic health records at home
	
	    • Before assisting the elderly persons in collecting electronic health records, make sure to follow the organization's procedures and guidelines, such as:
	        ◦ Making elderly home visit appointments by phone
	        ◦ Assist the elderly/carers to apply for electronic surveillance services, such as: explain and complete the following documents:
	            ▪ Service application form
	            ▪ Health quality questionnaire
	            ▪ Personal privacy data transfer form, etc.
	        ◦ Explain the importance of the health measuring devices to the elderly persons and encourage the regular use of them
	        ◦ Explain to the elderly persons/carers that the center will arrange medical professionals to regularly visit the elderly persons and measure their health
	        ◦ Explain to the elderly persons/carers the application of electronic data collectors and the connected health measurement products, such as: the display on the device when their health data is abnormal
	        ◦ Explain to the elderly persons/carers the methods to access the data, such as:

Functional Area - Gerontechnology

	▪ Displayed on electronic measuring devices at home ▪ Call or visit the center in person, to check data or request assistance after verifying their identity ○ Explain to the elderly persons/carers that all data will be uploaded to the center and monitored ○ Answer the phone calls enquiries by the elderly persons/carers. ○ If an abnormal situation is found in the elderly's data when monitoring through the organization's electronic system, report to the senior for follow-up purposes 3. Exhibit professionalism • When assisting in the collection, review and monitoring of electronic health records, clearly explain the procedures according to the relevant procedures and guidelines, and actively provide cordial assistance • Attend to the health of the elderly persons and encourage them to regularly use health measurement devices and equipment to collect data for their electronic health records
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to follow relevant procedures and guidelines to use the organization's electronic health system to assist the elderly and organization to collect data for their electronic health records; and • Able to monitor the elderly's health of the elderly through the organization's electronic monitors.
Remark	

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

Functional Area - Gerontechnology

Title	Develop and Monitor Security Measures for Electronic Data
Code	110884L5
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of electronic health records in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop and monitor security measures for electronic data to protect the elderly's privacy according to the organization's guidelines, refer to the common security risks of electronic data, and analyze the organization's operations.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on developing and monitoring security measures for electronic data
	
	• Understand the principles of monitoring security measures for electronic data, such as:
	    ○ Security policies and measures must be based on information system security objectives, such as: confidentiality, integrity and availability, etc.
	    ○ Adopt a risk-based approach
	    ○ Information security covers prevention, detection, response and recovery measures
	    ○ Protective measures when processing, transmitting and storing data
	    ○ The external system is assumed to be unsafe
	    ○ Backup critical information or systems
	    ○ Information security must incorporate audit and accountability elements
	    ○ Possess the principle of continuous improvement, etc.
	• Understand the organization's partners that monitor security measures for electronic data
	• Understand the organization's threats due to the monitoring of electronic data, such as:
	    ○ Unauthorized browsing, access or possession of electronic health records, resulting in the leakage of the elderly's important personal information
	    ○ Malicious software intrusion, etc.
	• Understand the procedures of the organization's electronic data operation
	• Understand the information and personnel involved in the organization's electronic data
	
	2. Develop and monitor security measures for electronic data
	
	• Develop and monitor security measures for electronic data according to the organization's policies, such as:
	    ○ Set access restrictions of electronic data by ranks
	    ○ Set up records of access actions for review and inspection
	    ○ Develop data review and encryption guidelines to prevent unauthorized access, especially to protect important personal data, such as:Hong Kong ID card number, date of birth and address, etc.
	    ○ Develop a central personal data general index for identification, to ensure that the uploaded electronic health records are accurately linked to the relevant elderly persons
	    ○ Regularly review the elderly's electronic medical records/electronic medical record system to correct any security violations or security loopholes

Functional Area - Gerontechnology

	o Establish staff responsibilities for monitoring security measures for electronic data
	o Develop procedures and documents for data registration, admission and withdrawal by the elderly persons
	o Develop guidelines for accessing specially restricted electronic health records, with the elderly's additional consent
	o Develop guidelines for restricting the download of electronic health records
	o Develop general electronic data security reminders and guidelines for reference materials, such as:
	   ▪ Backup and store the backup safely
	   ▪ Activate the firewall to protect the computer or networks, etc.
	o Develop guidelines for handling electronic data security incidents, etc.
	• Monitor and review the effectiveness of the security measures for electronic data, update the security measure guidelines, and perform improvements accordingly
	
	3. Exhibit professionalism
	
	• Analyze the security risks of electronic data and the organization operations, develop and monitor security measures for electronic data
	• Ensure that the security measures for electronic data are clear and specific, and that the staff strictly executes them to protect the elderly's privacy

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to analyze the security risks of electronic data and develop security measures for electronic data for the organization; and • Able to regularly monitor and review the effectiveness, and update security measures for electronic data to protect the elderly's privacy.
Remark	

Functional Area - Gerontechnology

Title	Assess the Effectiveness of the Electronic Health Record Program
Code	110885L5
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of electronic health records in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to comprehensively assess the effectiveness of the electronic health record program, identify and suggest the required improvements.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on assessing the effectiveness of the electronic health program
	
	• Understand the concept, background and goals of the electronic health record program
	• Understand the goals of the electronic health record program, such as:
	    o Improve health management awareness
	    o Early identification of high-risk elderly persons
	    o Help the elderly persons to establish social life
	    o Community care services for the elderly persons at home
	    o The basis for the execution of targeted activities, etc.
	• Understand the work content and schedules of the electronic health record programs
	• Understand the data of various activities
	• Understand the financial conditions of the electronic health record program
	• Understand the methods to effectively assess the electronic health record program
	
	2. Assess the effectiveness of the electronic health record program
	
	• Collect various data on the effectiveness of the electronic health record program using different methods, such as:
	    o Service performance data, such as:
	        • Number of care calls and follow-ups
	        • Number of outreach sessions
	        • Health promotion activities
	        • Targeted activity figures
	        • Innovative service model, etc.
	    o Elderly data, such as:
	        • Number of participants
	        • Number of cases improved
	        • Program participation rate, etc.
	• Establish a focus group to arrange meetings with service users to understand their needs and opinions on the program
	• Conduct service user satisfaction survey questionnaires
	• Consult the staff of the execution and cooperation units to understand the operation effectiveness and improvement areas
	• Check whether the schedule and finance of the activity correspond to the budget, and identify the reasons for the difference
	• Integrate the relevant program review data, analyze the collected data, and identify the effectiveness of the program as well as the areas that affect the quality of the program

Functional Area - Gerontechnology

	• Develop specific improvement plans according to the improvement priorities, and report to the senior, to act as a reference for future improvements • Appropriately and systematically record the program review and improvement options 3. Exhibit professionalism • Analyze different data and comprehensively assess the effectiveness of the electronic health record program • Identify, organize and suggest the required improvements for the electronic health record program
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to comprehensively assess the effectiveness of the electronic health record program based on the organization's service standards and different data; and • Able to conduct detailed analysis and review, and suggest improvements to the electronic health record program.
Remark	

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

Functional Area - Gerontechnology

Title	Understand the Basic Knowledge on the Technology that Improves Quality of Life and Safety
Code	110879L1
Range	This Unit of Competency is applicable to practitioners who provide their services in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to understand the technology purchased and rented by the organization that improves quality of life and safety, their correct methods of use and effectiveness.
Level	1
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on technology that improves quality of life and safety • Understand the technology purchased and rented by the organization • Understand the importance of technological equipment to organizations and service users, such as: o Reduce the burden and pressure of nursing staff and carers o Improve the quality of life of service users, etc. • Understand the methods to familiarize with technological equipment 2. Understand the basic knowledge on the technology that improves quality of life and safety • Understand the basic knowledge on technological equipment using different methods, such as: o Equipment instruction manual or user guide o Inquire with the relevant staff in charge o Orientation o Related training, etc. • Understand the basic knowledge of the equipment purchased and rented by the organization, such as: o Category o Suitable service targets o Purpose o Correct usage methods o Cleaning and maintenance methods, etc. • When encountering difficulties understanding the technology, consult the senior/supervisor/relevant responsible staff for inquiries 3. Exhibit professionalism • Understand the basic knowledge on technology purchased and rented by the organization that improves the quality of life and safety, in order to effectively utilize the equipment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the basic knowledge and the correct and effective use of scientific technologies.
Remark	

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

Functional Area - Gerontechnology

Title	Select Suitable Technology that Improves the Elderly's Quality of Life and Safety
Code	110880L5
Range	This Unit of Competency is applicable to practitioners who are responsible for managing gerontechnology in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to understand the technology that improves quality of life and safety, assess the elderly's service need, and analyze the organization's need for technology to support service operations, and select technology equipment suitable for the elderly persons and organization's services, in order to improve the elderly's quality of life and enhance the staff's work efficiency.
Level	5
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on selecting technology that improves quality of life and safety - Understand the organization's service development policies and operating strategies - Understand the methods to collect, compare and judge the relevant knowledge on the suitable technology that improves the elderly's quality of life and safety, such as: - Types and suitable service targets - Purpose and correct usage method - Cleaning and maintenance methods - Maintenance and repair methods - Technological equipment suitable for the use of the staff, etc. - Understand the methods to check the importance of technological equipment to the organization and service users, such as: - Reduce the burden and stress of nursing staff and carers - Reduce work-related injuries among nursing staff and accidents to carers caused by taking care of elderly persons - Improve the effectiveness of elderly services - Improve the quality of life of service users, etc. - Understand the responsibilities and workflow of the staff in different positions in the organization - Understand the skills for assessing the technology needs of the elderly persons and organizations - Understand the society's demand for technological products and their changes - Understand the methods to collect, determine and integrate the laws, guidelines and codes of practice related to the operation of monitoring services, such as: "Electrical Products (Safety) Regulations" "Personal Data (Privacy) Ordinance" "Prevention of Bribery Ordinance" "Sample Code of Conduct for Non-Governmental Organizations" - Related guidelines developed by the organization, etc. - Understand the guidelines and recommendations by regulatory agencies on the selection of technological equipment, such as: - Types and reference prices - Funding scope and guidelines, etc. 2. Select suitable technology that improves the elderly's quality of life and safety

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

Functional Area - Gerontechnology

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- Use different methods to assess the organization and the elderly's need for technological equipment, according to the organization's service development policies and operating strategies, such as:
  - o Observe the daily work elderly persons and staff, and identify the limitations in their services and the elderly's needs
  - o Understand the staff's work-related stress and difficulties during supervision and performance assessment
  - o Staff/elderly focus group, direct consultation
  - o The organization's work-related injury figures, related reports, and nature of work-related injuries, reflecting the nature and types of services in dire need of technological support, etc.
- Select the relevant technology, according to the criteria recommended by the regulatory agencies in relevant guidelines, such as:
  - o Help service users recover
  - o Prevent potential risks for service users
  - o Reduce the burden and stress of carers and nursing staff
  - o Technological equipment and categories that cannot be included, etc.
- Integrate assessment reports and data analysis, and preliminarily determine the category list of relevant technology equipment, according to the recommendations of the regulatory agencies, such as:
  - o Special purpose chair
  - o Special feeding equipment
  - o Toilet accessories
  - o Psychomotor ability training equipment
  - o Communication aids
  - o Computer software
  - o Assessment of various treatment equipment and related supplies, etc.
- Report the preliminary selection list to the management and explain the reasons for the selection, then confirm the details of the selected technological equipment after obtaining suggestions and approval
- Review the list of selected technology equipment before purchasing, and make amendments according to the changes in service development

3. Exhibit professionalism

- Understand the needs of technology in the improvement of the elderly's quality of life and safety, select suitable technology equipment for the elderly persons and the organization's services, in order to improve their quality of life and improve the staff's work efficiency
- Maintain good communication with staff in different positions in the organization, and understand their limitations and difficulties when performing their duties

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to assess and analyze the elderly and organization's needs for technological equipment, select appropriate technological equipment, improve the quality of life of the elderly and improve the staff's work efficiency.

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

Functional Area - Gerontechnology

Title	Understand the Basic Knowledge on Function Enhancing Technology
Code	110878L1
Range	This Unit of Competency is applicable to practitioners responsible for using gerontechnology in the elderly care service industry.The application requires performing routine and repetitive tasks in clearly defined and highly structured working environments, and its execution requires knowledge and understanding abilities.Practitioners should be able to explain to the elderly persons the different types of technologies used for enhancing their functions, and assist them in the use of function enhancing technology.
Level	1
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on function enhancing technology
	
	• Understand the definition of gerontechnology and the basic knowledge on the types of equipment
	• Understand the basic knowledge on the types of function enhancing technology, such as:
	    o Sonic wave whole body exercise equipment
	    o System for dynamic unloading
	    o Balance training system
	    o Active/passive hand and foot training equipment
	    o Virtual reality rehabilitation training system, etc.
	• Understand the basic functions and application methods of function enhancing technology
	
	2. Understand the basic knowledge on function enhancing technology
	
	• Outline how medical and rehabilitation services utilize technology to improve the elderly's functioning
	• Identify the types and functions of function enhancing technology
	• Explain how function enhancing technology improves the elderly's physical functions, such as:
	    o Upper limb function
	    o Lower limb function
	    o Muscle strength and control ability
	    o Mobility
	    o Balance ability
	    o Walking posture and ability
	    o Abilities to perform activities of daily living and self-care ability
	    o Coordination ability, etc.
	
	3. Exhibit professionalism
	
	• Able to explain the types, functions and basic application methods of function enhancing technology, and assist the elderly persons in their use, according to the instructions of the senior/supervisor

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to explain the different types of function enhancing technology and assist the elderly persons in their use.

Functional Area - Gerontechnology

Remark	

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

Unit of Competency is applicable across different functional areas

Title	Assist in the Appropriate Storage of Gerontechnology
Code	110945L2
Range	This Unit of Competency is applicable to frontline practitioners responsible for the management of gerontechnology in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to appropriately store gerontechnology according to the organization's guidelines and procedures, in order to ensure that the equipment will not be damaged or pose dangers to other people.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the appropriate storage of gerontechnology
	
	• Understand the organization's guidelines and procedures for storing gerontechnology
	• Understand the recommendations for storing equipment in the gerontechnology's instruction manual
	• Understand the relevant safety laws for storing equipment, such as:
	   o "Fire Services Ordinance"
	   o "Occupational Safety and Health Ordinance" etc.
	• Understand the organization's guidelines on physical labor
	• Understand the organization's methods of recording the storage location of gerontechnology
	
	2. Assist in the appropriate storage of gerontechnology
	
	• Execute procedures for storing gerontechnology according to the organization's guidelines, such as:
	   o Store in the designated locations of the unit
	   o Valuable equipment should be stored in safe and locked locations, etc.
	• Store the equipment according to the recommended storage method listed in the instruction manual, such as:
	   o Store in a cool and dry place, avoid direct sunlight and other heat sources
	   o Avoid exposure to rain or placing in humid environments
	   o Do not place other objects on top of the equipment
	   o Avoid placing in inclined or unstable locations, etc.
	• Store the equipment according to the relevant laws, such as:
	   o Avoid placing equipment in fire exits or obstructing fire escape doors, according to Fire Services Ordinance
	   o Store items according to the safety management system recommended by the Occupational Safety and Health Ordinance, such as:
	     ▪ Organization – sorting and disposing of various equipment and related consumables
	     ▪ Storage – establish identification systems such as:tags, and consider the use of equipment, weight, storage height, etc.
	     ▪ Cleaning – use appropriate methods and cleaning materials to remove dirt, so that the equipment is always kept in clean and good working conditions, etc.
	• Comply with the organization's guidelines when storing equipment involves physical labor

Unit of Competency is applicable across different functional areas

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- Record the storage locations of the gerontechnology according to the organization's guidelines, such as:
  - o Label the equipment for identification
  - o Develop a table to list the storage locations and conditions of the equipment, etc.

3. Exhibit professionalism

- Appropriately store the gerontechnology equipment while strictly complying with the organization's guidelines and procedures

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to appropriately store gerontechnology according to the organization's guidelines, laws and manufacturer's guidelines, and preserve the relevant storage records.

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

Unit of Competency is applicable across different functional areas

Title	Assist in the Rental and Retrieval of Gerontechnology
Code	110946L2
Range	This Unit of Competency is applicable to frontline practitioners responsible for the management of gerontechnology in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to properly rent and retrieve gerontechnology according to the organization's procedures and guidelines, and preserve the complete records.
Level	2
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the rental and retrieval of gerontechnology
	
	• Understand the organization's procedures and guidelines on the rental and retrieval of gerontechnology
	• Understand the information about the gerontechnology equipment available for rent by the organization, such as:
	   o Type
	   o Model
	   o Equipment and accessories
	   o Operation manual
	   o Price
	   o Rental period
	   o Rental eligibility
	   o Methods of equipment coding and labeling, etc.
	• Understand the basic methods of operation and inspection of gerontechnology, such as:
	   o Power on and off
	   o Methods to connect to the power supply and its accessories, etc.
	• Understand the methods used by organizations to record the rental and retrieval of gerontechnology, such as:
	   o Rental forms and storage methods for the clients to fill out
	   o Equipment list
	   o The required operation methods if the equipment involves the use of electronic records, etc.
	• Understand the organization's guidelines on collecting the charges, such as:
	   o Count with the client
	   o Deposit money
	   o Provide the payment receipt, etc.
	
	2. Assist in the rental and retrieval of gerontechnology
	
	• Comply with the organization's guidelines to execute procedures for renting out gerontechnology, such as:
	   o Record the client's information
	   o Check the information to ensure the client's eligibility
	   o Confirm that the requested equipment is available for rent
	   o Explain the rental rules, price, rental period, overdue fines and compensation for damages, etc.
	   o Confirm that the client has received training on the use of the equipment by qualified personnel

Unit of Competency is applicable across different functional areas

	○ Inspect the conditions of the equipment and its accessories with the client ○ Preserve the organization and the client's rental proof of payment and receipts ○ Document the relevant rental records, etc. - Retrieve the rented gerontechnology according to the organization's guidelines, such as: ○ Retrieve the rental records to verify the information on the client and borrowed equipment ○ Inspect the condition of the equipment its accessories with the client ○ Confirm whether overdue fines need to be levied ○ If the equipment is found to be damaged; report to the senior and explain the compensation mechanisms to the client ○ Issue receipts and document the relevant rental records, etc. 3. Exhibit professionalism - Comply with the organization's procedures and guidelines for renting and retrieving gerontechnology, and ensure the normal operation of the equipment - Ensure that there are complete records for the rental and retrieval of equipment
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: Able to appropriately perform the rental and retrieval of the gerontechnology according to the organization's procedures and guidelines, as well as the information on the available rental equipment, and preserve the complete and relevant rental and retrieval records.
Remark	

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

Unit of Competency is applicable across different functional areas

Title	Provide Staff Training Programs (Gerontechnology)
Code	110934L4
Range	This Unit of Competency is applicable to practitioners who provide staff training in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to analyze the staff's required professional knowledge and skills on the use of gerontechnology, and arrange staff training according to the organization's plans, in order to improve their skills on the use of related equipment.
Level	4
Credit	6 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on staff training programs (gerontechnology) - Understand the organization's policies and guidelines on staff training - Understand the purpose and importance of staff training programs, such as: - Improve the staff's understanding on the industry's latest trends of gerontechnology - Improve the staff's awareness of the purpose and benefits of applying gerontechnology, such as: - Improve operation and management efficiency - Improve the elderly's functions - Reduce the carer's stress and chances of injuries on duty - Improve the quality of life of elderly persons and their carers - Improve community support and health monitoring - Improve information dissemination and application, etc. - Improve the professional image of the staff and their departments, etc. - Understand the scope of the application of gerontechnology - Understand the safety rules of using gerontechnology - Understand the knowledge and skills required by staff of gerontechnology - Understand the professional qualifications required to apply related gerontechnology - Understand the professional accreditation bodies or qualified professionals that provide training in the industry, such as: training and certification courses provided supplies or manufacturers, etc. 2. Provide staff training programs (gerontechnology) - Arrange training items and sequences according to the application scope, future development and training programs on gerontechnology provided by the organization - Cooperate with the staff's work arrangements and needs, develop training schedules and arrange staff's training priorities - Perform the preparation work for the staff's training program on gerontechnology, such as: - The specific content of the planned training - Select suitable training models, such as: classroom teaching, internship workshop, field trips, etc. - Arrange professionals provided by the suppliers or manufacturers to serve as training instructors, and approved training institutions to provide training - Understand the deadlines of certificates or related qualifications, and arrange the related staff to regularly review or advance courses, etc. - Appropriately record the training program that has been executed, such as:

Unit of Competency is applicable across different functional areas

	o Organize the written or oral feedback of staff and instructors, and record the details of activities and expenses in writing
	    o Appropriately store the records
	
	3. Exhibit professionalism
	
	    • Ensure that the training content meets the staff's needs, and improves their skills in the use of gerontechnology

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are:
	
	    • Able to provide gerontechnology training programs, according to the organization's plans and the staff's training needs, in order to improve the skills of application; and
	    • Able to monitor the training process, and accurately document and store the records.

Remark	

Unit of Competency is applicable across different functional areas

Title	Procure Gerontechnology
Code	110947L4
Range	This Unit of Competency is applicable to practitioners responsible for the procurement of gerontechnology in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to select and purchase the specified equipment and quantities from appropriate suppliers according to the organization's procedures, in order to meet the needs of the organization and its service users.
Level	4
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the procurement of gerontechnology
	
	• Understand the organization's procurement strategies for gerontechnology
	• Understand the service user's demands for gerontechnology
	• Understand the organization's rules and procedures on purchasing gerontechnology
	• Understand the information on equipment suppliers, such as:
	    o Suppliers who can provide the equipment
	    o Exclusive agencies
	    o Discount offers, etc.
	• Understand the organization's documents and processing methods of procuring gerontechnology
	• Understand the process of selecting suppliers for different goods
	• Understand the relevant information on the equipment, such as: model, function, brand reputation and industry evaluation, etc.
	• Understand the organization's labeling and storage procedures
	
	2. Procure gerontechnology
	
	• Determine the type of equipment required according to the organization's established procurement strategies for gerontechnology
	• Understand the service user's demands, compare the relevant information of the equipment, select the brand and model accordingly, such as:
	    o Features, specifications and accessories
	    o Arrange trial and evaluation, etc.
	• Obtain quotations on the equipment according to the established procurement procedures and equipment supplier information, such as:
	    o Determine the supplier who can provide the equipment
	    o Advantages of the organization; discuss with the suppliers on the discounts that they can provide
	    o Obtain a specified quantity of verbal or written quotations, according to the type of quotation requested by the organization for goods at different prices, as well as the number of quotations from different suppliers, etc.
	• Determine the supplier for the required equipment according to the established supplier selection process
	• Purchasing from selected suppliers according to the established procurement procedures, including:
	    o Confirm quotation and purchase quantity
	    o Delivery agreement
	    o Keep the invoice, and apply for payment arrangements with the organization

Unit of Competency is applicable across different functional areas

	o Obtain the supplier's purchase receipt after payment by the organization to complete the settlement process, etc. • According to the established fixed asset handling methods, inspect, accept, label and store the equipment accordingly 3. Exhibit professionalism • Able to purchase gerontechnology from appropriate suppliers, and prepare the relevant documents according to the organization's procurement procedures, in order to meet the service user's demands • Maintain professionalism when purchasing equipment to protect the interests of the organization and its service users
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to accurately and effectively purchase gerontechnology according to the organization's procurement procedures; and • Able to manage and preserve the documents related to purchasing equipment.
Remark	

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

Title	Arrange for the Inspection, Repair and Maintenance of Gerontechnology
Code	110948L4
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of gerontechnology in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to arrange for the inspection, repair and maintenance of gerontechnology according to the organization's guidelines.
Level	4
Credit	1 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the inspection, repair and maintenance of gerontechnology
	
	• Understand the organization's policies on the inspection, repair and maintenance of gerontechnology
	• Understand the purpose and importance of regular inspection, repair and maintenance of gerontechnology
	• Understand the manufacturer's guidelines on the inspection, repair and maintenance gerontechnology
	• Understand the methods of basic inspection, maintenance and repair for different gerontechnology, such as:
	   o It's accessories
	   o Inspect and replace consumables, such as: electrode pads of the electrotherapy devices, etc.
	   o Battery health
	   o Software update
	   o Hydraulic parts
	   o Periodic load testing for load-bearing parts, etc.
	• Understand the established inspection, repair and maintenance procedures, frequency and methods, etc.
	• Understand the emergency response measures related to the inspection, repair and maintenance of gerontechnology
	• Understand the organization's regulations, frequency and methods on safety inspection
	
	2. Arrange for the inspection, repair and maintenance of gerontechnology
	
	• Arrange for the inspection, maintenance procedures and maintenance schedules according to the organization's established policies and manufacturer's guidelines
	• Perform regular inspections according to the established guidelines, to ensure the normal operation of gerontechnology
	• Accurately record the inspection and maintenance reports according to the established format, and appropriately preserve them, such as: regular inspection reports, maintenance recommendations, expenses, etc.
	• Analysis and evaluation of inspection reports, such as:
	   o Determine the items that require repair and maintenance according to the manufacturer's specifications
	   o Prioritized maintenance items
	   o Assess the impact of being unable to use equipment during their maintenance on the quality of daily services
	• Arrange for inspection, repair and maintenance, such as:
	   o Select suitable external repairer, qualified personnel, and request quotations

Unit of Competency is applicable across different functional areas

	o Submit the inspection and maintenance suggestion report and quotation to the senior for approval o Discuss and arrange the schedule for inspection and maintenance with the manufacturer or agent o After inspection and repairing, inspect the repair result and quality of the equipment o In the event of an emergency, for example, when the equipment suddenly fails to operate, arrange maintenance as soon as possible according to the organization's emergency response measures o Post notices to clearly show that the equipment is waiting for maintenance, and do not use it if it is dangerous 3. Exhibit professionalism • Appropriately arrange the inspection, repair and maintenance of gerontechnology, to ensure that the equipment operates normally and can be used safely
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to regularly inspect and analyze the inspection, repair and maintenance needs of the organization's gerontechnology; • Able to arrange and confirm inspection and maintenance work according to the organization's policies and guidelines; and • Able to accurately record the inspection and maintenance results and preserve them appropriately.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Assess the Risks of Using Gerontechnology
Code	110951L4
Range	This Unit of Competency is applicable to practitioners who are responsible for risk management in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to assess the potential risks and hazards associated with the use of gerontechnology, according to organization's risk assessment guidelines and relevant knowledge of professional medical equipment safety standards.
Level	4
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the risks of using gerontechnology
	
	• Understand the basic concepts of risks and hazards
	• Understand the importance of risk assessment to prevent hazards and accidents
	• Understand the basic steps and methods of risk assessment
	• Understand the potential hazards and possible risks of gerontechnology, such as:
	   o To people, such as: personal health, personal privacy, etc.
	   o To the property
	   o To the environment, etc.
	• Understand the quality management system's standards and safety regulations related to gerontechnology, such as:
	   o ISO13485
	   o ISO14971, etc.
	• Understand the different risk levels of medical devices in Hong Kong, such as: the Medical Device Division of the Department of Health (MDD) and the Global Harmonization Task Force's (GHTF) requirements on the registration of medical devices:
	   o Class I
	   o Class II
	   o Class III
	   o Class IV
	• Understand the potential risks of using gerontechnology in the operating premises and the related risks of the staff in different positions
	• Understand the measures to reduce the hazards and risks of using gerontechnology
	
	2. Assess the risks of using gerontechnology
	
	• According to the gerontechnology used by the organization, classify and confirm relevant information on functions, risk levels, number of users and staff involved, and venues used, such as:
	   o Features and precautions of gerontechnology
	   o Equipment risk level classification and compliance with the relevant quality management system's standards and safety regulations
	   o Qualification requirements for the operators
	   o Related liability insurance, etc.
	• Analyze the potential hazards of the process and working environment of using gerontechnology, and conduct risk assessments, such as:
	   o Assess the potential hazards according to the chance, methods, severity of injuries, and consequences

Unit of Competency is applicable across different functional areas

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<li style="list-style-type:circle">Analyze various changing parameters and estimate the related impacts to determine the level of risk, including the severity of the hazard and hazard exposure frequencies, etc.
<li style="list-style-type:circle">Assess the current methods of risk control, their failure chances and consequences, and propose improvements or contingency plans, etc.

Write risk assessment reports
According to the results of the assessment, suggest to the supervisor the measures to eliminate or reduce the potential hazards
Ensure that the staff understand the results of the risk assessment, and the preventive measures developed by the organization
Update the risk assessment report and related documents

3. Exhibit professionalism

Comply with the organization's risk assessment guidelines, understand the regulations and risks of the use of gerontechnology, and related occupational safety and health regulations, in order to assess the potential risks and hazards associated with the use of gerontechnology, and ensure the safety of the elderly persons and staff

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to understand the safety and health risks related to the use of gerontechnology;
Able to write risk assessment reports and update related documents; and
Able to reflect the opinions on the operation of the risk assessment system to higher authorities and suggest areas of improvements.

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Unit of Competency is applicable across different functional areas

Title	Monitor the Operation of Gerontechnology
Code	110952L4
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of gerontechnology in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to monitor the operation of gerontechnology according to the organization's guidelines and recommendations by manufacturers, in order to ensure the safe and effective operation of the equipment.
Level	4
Credit	4　（For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on monitoring the operation of gerontechnology • Understand the organization's guidelines on the operation of gerontechnology • Understand the purpose of gerontechnology • Understand the instructions for using gerontechnology • Understand the normal operating conditions of gerontechnology, such as: 　○ Temperature 　○ Methods of safe operation 　○ Normal load/bearing weight or other restrictions 　○ Operator qualifications, etc. • Understand the operation principles of gerontechnology • Understand the relevant laws and regulations on gerontechnology 2. Monitor the operation of gerontechnology • Comply with the organization's guidelines and manufacturer's instructions on the operation of gerontechnology, in order to ensure that the equipment is operated by qualified or trained staff • Ensure that the equipment operates in normal conditions according to the manufacturer's recommended usage instructions • Preserve equipment operation records for future reference during inspection or maintenance, such as: 　○ Usage time 　○ The use by staff and service users 　○ Operating conditions 　○ Operation records attached to equipment, etc. • Perform the initial diagnosis and issue out of service notices for malfunctioning instruments and equipment • Preserve the manufacturer's operation manual and maintenance record book 3. Exhibit professionalism • Ensure that the gerontechnology is in good conditions, functions normally and can be used safely
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to monitor the normal and safe operation of gerontechnology according to the organization's policies and guidelines; and

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

	• Able to accurately preserve operation records, and provide useful data for future inspection or maintenance purposes.
Remark	

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Unit of Competency is applicable across different functional areas

Title	Execute Gerontechnology Introduction Projects
Code	110953L4
Range	This Unit of Competency is applicable to practitioners who are responsible for planning the introduction of gerontechnology in the elderly care service industry.The application requires performing skilled tasks in familiar and some new working environments, and its execution requires analytical and decision-making skills.Practitioners should be able to develop introduction strategies according to the organization's developmental directions, available resources and service development for the application of gerontechnology, in order to meet the organization's goals of applying gerontechnology.
Level	4
Credit	5 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on executing gerontechnology introduction projects
	
	• Understand the development of gerontechnology and strategies of organizations applying gerontechnology
	• Understand the project management skills of introducing gerontechnology
	• Understand the operational needs and methods of collecting staff opinions, such as:
	   o Questionnaires
	   o Interviews
	   o Field trips
	   o Observe their working conditions, etc.
	• Understand the updates in the gerontechnology industry, such as:
	   o Simulated homes and home exploration centers, etc.
	   o Science and technology seminars, workshops, etc.
	• Understand the skills and strategies for promotion and training
	• Understand the risk management of the introducing gerontechnology
	
	2. Execute gerontechnology introduction projects
	
	• Determine the elements within the projects for the introduction of the gerontechnology, such as:
	   o Opinion surveys for the staff and service users
	   o Advertisement and publicity strategies
	   o Staff and service user training projects
	   o Introduce equipment
	   o Risk assessment, etc.
	• Execute the projects according to the plan developed by the organization
	• Determine appropriate advertisement and education programs based on the needs of the gerontechnology operators, such as:
	   o Educational lectures
	   o Visiting activities
	   o Equipment trials
	   o Industry's experience sharing sessions
	   o Expositions, etc.
	• Determine the available funds/resources to ensure budget compliance
	• Organize the projects, assign work and set timetables
	• Ensure that all relevant units understand the planned timetable, goals and related work responsibilities
	• Execute monitoring measures to measure the progress and benefits of project execution

Unit of Competency is applicable across different functional areas

	• Regularly review the execution progress and make appropriate amendments to the project as necessary • Report related work progress to the senior/supervisor 3. Exhibit professionalism • Ensure that the execution of the introduction of gerontechnology corresponds to the development and interests of the organization • Ensure that the introduction projects can improve the acceptance of gerontechnology by service users and carers as well as their knowledge on the equipment's operation, in order to meet and achieve the organization's goals for the development and application of gerontechnology
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to execute the gerontechnology introduction projects according to the organization's needs in the development and application of gerontechnology; and • Able to review the execution progress and make appropriate amendments.
Remark	

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

Title	Assess the Elderly's Needs for Gerontechnology
Code	110949L5
Range	This Unit of Competency is applicable to practitioners who provide rehabilitation and/or nursing services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to conduct professional analysis to assess the elderly's needs for gerontechnology, according to the elderly's comprehensive assessment results.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the elderly's needs for gerontechnology
	
	• Understand the scope of work of related specialties, such as: social work, nursing, occupational therapy, physical therapy, speech therapy, etc.
	• Understand multi-disciplinary assessment tools and their application scope, such as:
	  o Hong Kong Montreal Cognitive Assessment (HK-MoCA)
	  o Barthel Index
	  o Elderly Mobility Scale
	  o Instrumental Activities of Daily Living (IADLs) Ability Scale, etc.
	• Understand the methods and techniques for assessing the different aspects of the elderly's needs and required assistance, such as:
	  o Nursing
	  o Personal care
	  o Cognitive ability
	  o Mobility
	  o Self-care ability
	  o Transfer and walking ability
	  o Activities of Daily Living (ADLs) and Instrumental Activities of Daily Living (IADLs)
	  o Economic condition
	  o Living environment
	  o Services received
	  o The resources and abilities of the carers and their support network, etc.
	• Understand the benefits of technological products for the elderly persons and their carers, such as:
	  o Reduce the burden and pressure of nursing staff and carers
	  o Improve the elderly's quality of life, etc.
	• Understand the types, application functions, functions and applicable target groups of common gerontechnology
	
	2. Assess the elderly's needs for gerontechnology
	
	• Analyze the elderly's needs according to the understanding of elderly's comprehensive needs, and utilize the assessment tools and interview in the scope of individual and multi-disciplinary assessments to identify the issues with caring for the elderly persons, the elderly's abilities, their potentials, and their willingness to receive care, such as:
	  o Utilize the Elderly Mobility Scale to assess their activity ability and required assistance

Unit of Competency is applicable across different functional areas

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○ Utilize the HK-MoCA to assess the elderly's cognitive condition
○ Use the IADLs Ability Scale to assess the elderly's abilities in daily living and required assistance

Analyze and integrate all aspects of the elderly's needs according to their core issues, such as:

○ Need for care and treatment of disease
○ Need for diet control
○ Personal care needs
○ Social and psychological needs
○ Home environment and financial assistance needs, etc.

According to the elderly's needs, information on gerontechnology pairing, determine the gerontechnology that best meets their needs, and recommend the use of the equipment

3. Exhibit professionalism

Apply a wide range of professional knowledge and the relevant knowledge on gerontechnology to make judgments and systematically analyze the elderly's needs for gerontechnology

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<td>Assessment Criteria</td>
<td>The integrated outcome requirements of this Unit of Competency are:

Able to analyze and integrate the elderly's needs for gerontechnology according to the professional assessment results and observations on their conditions, and understand the industry's information on gerontechnology.

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

Unit of Competency is applicable across different functional areas

Title	Assess the Effectiveness on the Use of Gerontechnology by the Elderly Persons
Code	110950L5
Range	This Unit of Competency is applicable to practitioners who provide nursing and/or rehabilitation services in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to conduct professional analysis and comparisons to assess the effectiveness on the use of gerontechnology by the elderly persons, according to their goals and purpose for using gerontechnology.
Level	5
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on assessing the effectiveness on the use of gerontechnology by the elderly persons - Understand the application scope of related gerontechnology, such as: nursing, personal care, rehabilitation training, cognitive ability, etc. - Understand the different methods for reviewing effectiveness, such as: - The elderly and carer's satisfaction levels on the use of gerontechnology - Service performance indicators, such as: the number of times the elderly fell after improving their balance ability - Review the assessment reports of different professional teams, such as: Hong Kong Montreal Cognitive Assessment (HK-MoCA) and interview records, etc. - Understand the organization's guidelines and procedures on reviewing effectiveness - Understand the records related to the use of gerontechnology by elderly persons, such as: - Usage frequency - Assistance and/or adjustment needs - Satisfaction levels and opinions of the elderly persons and carers - Assist the staff to give back, etc. 2. Assist the effectiveness on the use of gerontechnology by the elderly persons - Measure the elderly's improvement after receiving a series of services, according to the goals and effectiveness indicators of the elderly persons and carers using gerontechnology, including: qualitative and quantitative indicators - Assess and analyze the relevant records on the elderly and carer's use of gerontechnology for further follow-up purposes, including: - Methods of use, frequency, required assistance, etc. - Special situations encountered during use, such as: refusal by the elderly persons/carers, damage to the equipment or malfunction, etc. - Collect performance indicators and relevant information using different methods, such as: - Interview the elderly persons and carers - Statistics, such as: the number of hospital admissions or falls, etc. - Case meetings - The review and assessment results by different professional teams, etc. - Analyze the effectiveness according to the collected data and information on effectiveness indicators, and create follow-up or amendment plans

Unit of Competency is applicable across different functional areas

	• If the service fails to achieve the expected results; identify and analyze the causes and perform improvements accordingly • If the service has achieved the expected results; consider arranging for its continuous application, while continuously monitoring and reviewing the service plans, in order to improve the conditions of the elderly persons and carers 3. Exhibit professionalism • Comprehensively assess the effectiveness on the elderly's use of gerontechnology according to their goals, content and results
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to establish performance indicators according to the organization's guidelines and procedures for reviewing effectiveness, and review the effectiveness of services according to the goals and purpose of using gerontechnology; and • Able to review the results, integrate the areas of improvements for the use of gerontechnology, amend the contents and continue to monitor and improve the service plans.
Remark	

Unit of Competency is applicable across different functional areas

Title	Develop the Procurement Strategies for Gerontechnology
Code	110954L5
Range	This Unit of Competency is applicable to practitioners who are responsible for the procurement of gerontechnology in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to develop procurement strategies according to the organization's developmental direction, available resources and service development to meet the organization's goals on the application of gerontechnology.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on procurement strategies for gerontechnology
	
	• Understand the organization's development and application strategies for gerontechnology
	• Understand the importance of procuring gerontechnology to meet the organization's operation and development strategies
	• Understand the specifications, sales regulations, supplier information, etc., of related gerontechnology
	• Understand the resources that the organization can provide and the tolerable risks
	• Understand the available funding sources that the organization can apply for, current funding and previously approved projects, funding target groups and application methods, such as:
	    o Innovation and Technology Fund for Application in Elderly and Rehabilitation Care by the Social Welfare Department
	    o Subsidy service budget of equipment purchased for the new operations
	    o Social Welfare Department Lotteries Fund
	    o Donors/other funds, etc.
	• Understand the skills of writing procurement proposals
	
	2. Develop the procurement strategies for gerontechnology
	
	• Determine the organization's needs for gerontechnology, according to the development of gerontechnology and the organization's development, such as:
	    o The organization's service improvement and development
	    o The needs of the operation and its service users
	    o The goal of the application of gerontechnology
	    o New purchase, additional purchase or replacement of old equipment, etc.
	• Organize the relevant information and decide on the gerontechnology products that the organization needs to purchase, such as:
	    o Type
	    o Specification
	    o Quantity
	    o Market price
	    o Space at the storage location, peripheral equipment, etc.
	    o Maintenance, training and other expenses
	    o Procurement model, etc.
	• Review the organization's existing resources and recommend the senior to increase the funding on gerontechnology and relevant strategies, such as:

Unit of Competency is applicable across different functional areas

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- o Draft the funding source for purchasing equipment
- o Organize the funding projects that the organization can apply
- o Compose plans according to individual funding application requirements in obtaining funds, etc.
- Develop appropriate procurement systems and procedures, and adjust the procurement strategy according to the procurement effectiveness and the organization's needs

3. Exhibit professionalism

- Ensure that the development and interests of the organization correspond to the development and interests of the organization when developing procurement strategies for gerontechnology
- Develop procurement strategies to meet the organization's goals on the application of gerontechnology

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

- Able to develop effective gerontechnology procurement strategies to meet the organization's needs for the application of gerontechnology, to support the organization's development; and
- Able to review the effectiveness of purchasing gerontechnology and adjust the procurement strategy as needed.

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Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Assess the Effectiveness of Gerontechnology Development Projects
Code	110955L5
Range	This Unit of Competency is applicable to practitioners who are responsible for the management of gerontechnology in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to determine the effectiveness indicators of gerontechnology development projects to assess the standards of the projects, according to the organization's developmental policies and objectives.
Level	5
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the effectiveness of gerontechnology development projects
	
	• Understand the organization's requirements for the development of gerontechnology
	• Understand the organization's development goals and priorities related to gerontechnology, such as:
	   o Assistive technology
	   o Functional enhancement technology
	   o Safety-related technologies, such as: promoting occupational safety and health and elderly safety, etc.
	   o Technology related to health monitoring and screening related technologies, etc.
	• Understand the different parts of the execution of gerontechnology projects, such as:
	   o Develop and execute equipment procurement plans
	   o Develop and execute equipment introduction plans
	   o Develop and execute related staff training, etc.
	• Understand the effectiveness indicators and related research knowledge on the gerontechnology programs, such as:
	   o Quantitative research
	   o Qualitative research
	• Understand the methods of data collection, such as:
	   o Observe
	   o Questionnaire
	   o Measurement indications
	   o Interviews, focus groups and records, etc.
	• Understand the methods to analyze data and methods to report program efficiency
	
	2. Assess the effectiveness of gerontechnology development projects
	
	• According to the development goals of various gerontechnology and the established effectiveness indicators, including qualitative indicators and quantitative indicators, measure the condition of the organization's gerontechnology development
	• Review the relevant records of gerontechnology development and analyze the execution status of the project, such as:
	   o Application status, such as: procurement, application and staff training progress, whether the equipment is accepted by the staff and users, etc.
	   o Special situations encountered during use, such as: refusal by the staff/elderly/carer, equipment not operating as expected, equipment damage, etc.
	• Collect the performance indicator data and information using different methods, such as:

Unit of Competency is applicable across different functional areas

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○ Interview the elderly persons and carers, focus group meetings, etc.
○ Statistics, such as: equipment utilization rate, service satisfaction levels, function improvement of service users, etc.
○ Staff review on the level of their gerontechnology related knowledge, assessment and effectiveness of the executed project, etc.

Analyze the effectiveness of the projects based on the collected data and information on the effectiveness indicators
Provide follow-up suggestions on the effectiveness of the projects, such as: if the project fails to achieve the expected results, understand and analyze the causes of the incident, and make improvements accordingly, etc.

3. Exhibit professionalism

Utilize professional knowledge and maintain objective attitudes to determine the effectiveness indicators of gerontechnology development projects, in order to measure and assess the effectiveness of projects

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<td>Assessment Criteria</td>
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The integrated outcome requirements of this Unit of Competency are:

Able to develop effective procurement strategies to meet the organization's needs on the application of gerontechnology; and
Able to establish performance indicators, collect relevant data and review the effectiveness of the gerontechnology development projects, according to the organization's goals and purpose; and
Able to identify improvements and make recommendations for the development of gerontechnology based on assessment results.

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Specification of Competency Standards
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Unit of Competency

Unit of Competency is applicable across different functional areas

Title	Monitor the Quality of Gerontechnology Projects
Code	110956L5
Range	This Unit of Competency is applicable to practitioners who provide staff training in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to monitor and ensure the quality of the gerontechnology projects according to the organization's practice manual and quality management policies.
Level	5
Credit	2 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the quality of gerontechnology projects • Understand the organization's quality assurance policies, such as: o Service quality related standards o Self-assessment o Project review o Quality assessment and mechanism o Review and improvement suggestions, etc. • Understand the importance of quality monitoring • Understand the objectives, content and coverage of the organization's gerontechnology projects • Understand the objective effectiveness and quality indicators of gerontechnology projects • Understand the methods of monitoring the quality and collecting relevant data on gerontechnology projects • Understand the methods of data analysis and judging the quality of gerontechnology projects • Understand the skills of writing inspection reports 2. Monitor the quality of gerontechnology projects • Execute and monitor the execution of gerontechnology projects, according to the organization's quality assurance policies, such as: o Collect project-related quality indicators using different methods, such as: field visits, unannounced inspections, relevant measurement data, interviews with the staff and service users, etc. o From the staff's daily operations, understand whether they can comply with the organization's guidelines and execute the project o Analyze whether there are differences in self-assessment and on-site review, etc. • Analyze the data obtained to determine whether the quality of gerontechnology projects corresponds with the expectations, and develop improvement plans accordingly • Write reports based on the results of the monitoring and relevant improvement suggestions 3. Exhibit professionalism

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

	• Monitor the execution of gerontechnology projects, while maintaining the principles of fairness and impartiality, and monitoring the quality of the projects with transparent indicators and objective data
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to collect and effectively analyze different data to monitor and ensure the quality of gerontechnology projects, according to the organization's practice manual; and • Able to write reports and suggest areas of improvements on gerontechnology projects, according to the monitoring results of the monitoring.
Remark	

Specification of Competency Standards
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Unit of Competency

Functional Area - Gerontechnology

Title	Understand the Safety Principles for the Use of Gerontechnology
Code	110886L2
Range	This Unit of Competency is applicable to practitioners who are responsible for the use of gerontechnology in the elderly care service industry.The application requires performing a range of tasks in predictable and structured working environments, and its execution requires understanding abilities and interpretation skills.Practitioners should be able to understand and comply with the organization's safety principles for the use of gerontechnology, in order to use the equipment correctly.
Level	2
Credit	3 （For Reference Only）
Competency	Performance Requirements 1. Relevant knowledge on the safety principles for the use of gerontechnology • Basic electronic safety, such as: follow instructions, etc. • Instruct on the correct use and connection of electrical appliances to prevent the risk of electric shock • Arrange for professional technicians to regularly inspect and repair electrical appliances, according to the instructions of the senior, etc. • Understand the steps of operating the equipment • Understand the steps of operation to ensure user safety when operating the instrument • Physical labor safety, such as: the correct posture for carrying objects, as well as rehabilitation and nursing services, etc. • Fire safety, such as: fire prevention, use of fire extinguishing equipment, marking the location of fire escape exits, etc. • Understand the purpose and importance of complying with safety regulations 2. Understand the safety principles for the use of gerontechnology • Understand the safety settings and operation procedures for gerontechnology • Understand the safety principles for the use of gerontechnology, and strictly comply with them 3. Exhibit professionalism • Understand the organization's safety principles when using gerontechnology • Strictly comply with the relevant safety principles and use the equipment correctly
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the organization's safety principles for the use of gerontechnology, comply with the relevant safety principles during routine work, and use the equipment correctly to prevent accidents.
Remark	

Specification of Competency Standards
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Functional Area - Gerontechnology

Title	Develop Safety Principles for the Use of Gerontechnology
Code	110887L5
Range	This Unit of Competency is applicable to practitioners who provide staff training in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze the application risks of gerontechnology, according to the organization's operating environments, identify regulated machinery according to the relevant legal requirements, and develop safety principles that the staff must comply with when using gerontechnology.
Level	5
Credit	6 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the safety principles for the use of gerontechnology
	
	• Understand the application risks of gerontechnology in the organization's operating environment
	• Understand the legal requirements related to the use of gerontechnology
	• Understand the organization's occupational safety and health guidelines
	• Understand the use of regulated machinery
	• Understand the safety responsibilities and the corresponding potential hazards of different staff in the organization when using gerontechnology
	• Understand the general operating rules for the use of gerontechnology, such as:
	    o Familiarize with equipment's operation procedures and methods
	    o Suitable environment for operating the equipment
	    o Personnel who are qualified to operate the equipment
	    o Wear suitable clothes and personal protective equipment
	
	2. Develop safety principles for the use of gerontechnology
	
	• Assess and analyze risks according to the relevant laws and the organization's operating, and develop safety principles and the regulatory scope for the use of gerontechnology
	• Establish the category of regulated machinery, such as:
	    o Lifting weight/lifting machinery
	    o Handling machinery, such as: mechanical transfer aids, stair machines, electric diaper changing machines, etc.
	    o Rehabilitation sports machinery, such as: walking training machine, balance training machine, bicycle, power arm, etc.
	    o Specialist therapeutic equipment, such as: vibration therapy equipment, electrotherapy equipment, thoracic wall vibration vest, etc.
	    o Electronic equipment, such as: electronic wheelchairs, mechanical structure and control technology, etc.
	• Develop safety principles for the operation of each equipment according to the category of machinery and the risk assessment of related machinery, such as:
	    o Safety training requirements
	    o Professional knowledge/assessment requirements
	    o Mechanical protection device
	    o Safety certification/maintenance of machinery
	    o Crisis response measures

Functional Area - Gerontechnology

	o Special precautions, etc. • Develop management, monitoring and review mechanisms for the operational safety of gerontechnology 3. Exhibit professionalism • Comprehensively analyze the application risks of gerontechnology, according to the organization's operating environment and the requirements of relevant laws and regulations, develop safety principles for the use of gerontechnology
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to assess and analyze the risks according to the relevant laws and the organization's operating environment, and develop safety principles and the regulatory scope ranges for the use of gerontechnology; and • Able to draft management, monitoring and review mechanisms for the operational safety of gerontechnology.
Remark	

Specification of Competency Standards
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Functional Area - Gerontechnology

Title	Establish Cooperation Platforms with Medical Staff
Code	110888L5
Range	This Unit of Competency is applicable to practitioners who are responsible for coordinating and promoting the application of gerontechnology in the elderly care service industry.The application requires the demonstration of in-depth expertise or theoretical knowledge in a range of technical, professional or managerial working environments, and its execution requires careful thinking, critical analysis and decision-making skills.Practitioners should be able to analyze the professional knowledge and skills that medical staff provide, as well as the development of frontline staff on the application of gerontechnology, and establish cooperation platforms to effectively enhance the collaboration of staff with different responsibilities in the application of related gerontechnology.
Level	5
Credit	2 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on cooperation platforms for gerontechnology
	
	• Understand the organization's strategies in the development of gerontechnology
	• Understand the organization's projects in the research and development of gerontechnology
	• Understand the knowledge and application of gerontechnology by the medical staff and frontline staff
	• Understand the importance of building a communication and cooperation platform between medical staff and frontline staff
	• Understand the methods of assessing the effectiveness of the cooperation platforms
	• Understand the different methods used by the staff to collect information, such as:
	    o Interview and supervision
	    o Training and workshops
	    o Electronic communication channels, such as: websites, emails, instant messaging software, etc.
	• Understand the resources that the organization can provide in building cooperation platforms
	
	2. Establish cooperation platforms with medical staff
	
	• Analyze the knowledge and application of gerontechnology by the medical staff and frontline staff
	• Establish a resource database so that the staff in different positions can learn about the knowledge, resources, opportunities, information and data related to gerontechnology, such as:
	    o Determine the type of resource library, such as: online platform, resource pavilion, etc.
	    o Collect resources and place them in the resource inventory
	    o Open related resources to colleagues for reference
	    o Establish channels for relevant staff to share resources to enrich the resource library
	    o Establish mechanisms to regularly update relevant information, etc.
	• Organize different exchange activities to strengthen the sharing, exchange of opinions, knowledge exchange and development of the knowledge and scientific research projects on gerontechnology, such as:
	    o Gerontechnology application workshops

Functional Area - Gerontechnology

	- Research, development and product testing - Trial of new technology - Research questionnaires, etc. - Arrange and conduct research projects required by the organization in technology research and development - Understand and assess the functions of the platform to increase co-worker knowledge, knowledge sharing and knowledge transfer - Write assessment reports, review and regularly report to the senior/supervisor the effectiveness of the cooperation platforms and suggest the required improvements 3. Exhibit professionalism - Establishment cooperation platforms for medical staff and frontline staff based on the understanding and application of gerontechnology, in order to enhance the collaboration between the staff of different positions in the application of related gerontechnology - Ensure that the resources shared in the platform is up to date with the latest development trends in the industry
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: - Able to establish cooperation platforms for gerontechnology, establish resource databases, exchange activities, and share scientific research projects, etc., so that the staff of different positions can share their gerontechnology knowledge on the platform; and - Able to assess the effectiveness of the cooperation platform, review and suggest the required improvements.
Remark	

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Functional Area - Gerontechnology

Title	Develop the Organization's Gerontechnology Development Projects
Code	110889L6
Range	This Unit of Competency is applicable to practitioners who are responsible for developing policies in the elderly care service industry.The application requires the demonstration of systematic expertise and coherent theoretical knowledge in a wide range of specialized technical, professional or managerial working environments, and its execution requires critical analysis, decision-making, integration and expansion skills.Practitioners should be able to develop appropriate and effective gerontechnology development projects according to the organization's overall service direction, developmental needs and resource allocation.
Level	6
Credit	4 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on developing the organization's gerontechnology development projects
	
	• Understand the scope of innovative technology applicable to the challenges of the aging population
	• Understand the global trends of elderly intelligent services
	• Understand the benefits of developing gerontechnology
	• Understand the application scope of gerontechnology
	• Understand the factors that affect the development of gerontechnology
	• Understand the organization's service and developmental policy
	• Understand the organization's available resources in the development of gerontechnology
	
	2. Develop the organization's gerontechnology development projects
	
	• Assess the gerontechnology developmental needs of the existing services according to the functional needs of the organization's various service units
	• Assess the future's developmental requirements of gerontechnology according to the developmental trend of the elderly community care and support services industry
	• Set development goals in various areas according to the current requirements on service development and the industry's development in the future, such as:
	   o Assistive technology
	   o Functional improvement technology
	   o Technology related to safety, such as: promoting occupational safety and health and the elderly's safety, etc.
	   o Technology related to health monitoring and screening, etc.
	• Review the organization's available resources and select the priority of development goals
	• Consider different factors to determine the feasibility of the proposed gerontechnology project, such as:
	   o Applicability
	   o Effectiveness and related research
	   o Availability
	   o Technology project cost
	   o Operating costs
	   o Training needs
	   o Maintenance and repair
	   o Sustainability
	   o Available suppliers in the market, etc.

Functional Area - Gerontechnology

	• Determine the organization's gerontechnology development goals according to the assessments mentioned above, and develop suitable gerontechnology development projects • Compile reports to the managerial committee on the development projects and execution strategies for gerontechnology 3. Exhibit professionalism • Develop strategies and gerontechnology development projects according to the development of the gerontechnology environment, the service needs of the elderly community care, and the organization's resource allocation
Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to understand the development of the gerontechnology environment, and develop the organization's gerontechnology development projects according to the service needs of the elderly community care and the organization's resource allocation.
Remark	

Specification of Competency Standards
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Functional Area - Gerontechnology

Title	Lead and Execute the Application of Innovative Gerontechnology
Code	110890L6
Range	This Unit of Competency is applicable to practitioners who are responsible for coordinating the application of innovative gerontechnology projects in the elderly care service industry.The application requires the demonstration of systematic expertise and coherent theoretical knowledge in a wide range of specialized technical, professional or managerial working environments, and its execution requires critical analysis, decision-making, integration and expansion skills.Practitioners should be able to lead the organization to introduce and integrate the application of innovative gerontechnology, as well as to lead and implement its common use in the industry, according to the understanding of the development of the gerontechnology industry.
Level	6
Credit	4 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on the application of innovative gerontechnology
	
	• Fully understand the detailed information on various innovative gerontechnology projects, such as:
	    ○ Technical content and application of the project
	    ○ Specific results of research and trials
	    ○ Requirements for service users and target groups
	    ○ Cost involved in the procurement of the technology, such as: the purchase of equipment and software, staff training, maintenance, technical support, etc.
	    ○ Influence and contribution to the development of elderly community care and support services, etc.
	    ○ Requirements for service users and target groups
	• Sufficient understanding on the information regarding innovative gerontechnology specifications, supplier and manufacturer, etc.
	• Fully understand the factors that organizations need to consider in promoting the gerontechnology project, such as:
	    ○ Classification methods, and risk categories of innovative gerontechnology
	    ○ Types of staff and service users involved
	    ○ Manpower and space that organization can provide
	    ○ Organization's service operation model
	    ○ Equipment delivery and recycling arrangements
	    ○ Staff training and technical support
	    ○ Methods of clinical trial and regulatory requirements, etc.
	• In-depth understanding of the organization's overall operating strategy and priorities, and lead and execute the application of gerontechnology projects according to the organization's development strategy
	• Understand the sources of funding that the organization can apply for, funding and approved projects, funding targets and application methods, such as:
	    ○ Social Welfare Department Innovation and Technology Fund for Application in Elderly and Rehabilitation Care
	    ○ Innovation and Technology Fund
	    ○ Subsidy service budget of equipment purchased for the new operations
	    ○ Social Welfare Department Lotteries Fund
	    ○ The Hong Kong Jockey Club Charities Trust
	    ○ Donors/other funds, etc.

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Functional Area - Gerontechnology

	2. Lead and execute the application of innovative gerontechnology
	
	 • Comprehensively consider the industry's background, needs and developmental directions, carefully assess and explore innovative gerontechnology that have already been developed and have development potentials
	 • Introduce local and foreign advanced and effective technology to improve the quality of gerontechnology projects
	 • Lead and execute innovative gerontechnology projects, such as:
	     ○ Coordinate the resource allocation and assessment for the execution of innovative gerontechnology plans
	     ○ Develop research, design and management strategies according to the factors that the organization needs to consider in promoting the gerontechnology project
	     ○ Follow-up and control the execution of innovative gerontechnology plans
	 • Comprehensively review, assess and analyze the development of innovative gerontechnology, such as:
	     ○ Develop comprehensive strategies to review the progress and benefits of various applications for innovative gerontechnology
	     ○ Comprehensive analysis of the advantages and disadvantages of applying innovative technologies
	     ○ Suggest measures to effectively promote innovative technologies, etc.
	 • Facilitate the exchange of knowledge related to the application of innovative gerontechnology, such as:
	     ○ Strengthen the professional knowledge of organizing and executing the application of innovative gerontechnology through exchanges and sharing with the relevant colleagues in the industry and scholars/experts related to innovative gerontechnology
	     ○ Lead the developmental direction of the development of innovative technology, and aim to make significant contributions to the industry
	
	 3. Exhibit professionalism
	
	 • Demonstrate leadership and integration abilities in the application of innovative gerontechnology to cope with new environments, and promote the development of the industry and organization

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to lead and execute the application of innovative gerontechnology in the elderly community care and support services industry; and • Able to comprehensively review the benefits of the application of innovative gerontechnology projects, and suggest their directions and applications for organizations and the industry.
Remark	

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

Functional Area - Gerontechnology

Title	Lead and Execute the Research and Development of Gerontechnology Projects
Code	110891L7
Range	This Unit of Competency is applicable to practitioners who are responsible for coordinating the research and development of gerontechnology projects in the elderly care service industry.The application requires the demonstration of forefront knowledge in the field of professional practice in highly specialized technical, professional or managerial working environments, and its execution requires research, transformational, innovation and leadership skills.Practitioners should be able to lead and execute the research and development of new gerontechnology projects related to the elderly community care and support service industry, develop innovative scientific research projects, and produce original projects to contribute to the industry's research and development in gerontechnology.
Level	7
Credit	3 （For Reference Only）

Competency	Performance Requirements
	1. Relevant knowledge on leading and executing the research and development of gerontechnology projects
	
	• Understand the developmental trend of the research, development and application of gerontechnology
	• Fully understand the needs and development of elderly community care and support services, such as:
	    o Aging population, and the changes in families and the society
	    o Demand elderly care and nursing services
	    o Demand and supply of community care and home care services
	    o Development of public and private healthcare services
	    o Government's policies and resources to promote the research and development of gerontechnology
	• Understand the relationship between the development of gerontechnology and the requirements of elderly community care
	• Sufficient understanding of the relevant knowledge for the research and development of medical equipment and gerontechnology, such as:
	    o Functions and expected product results
	    o Classification methods, and risk categories of the medical equipment
	    o Legal and regulatory requirements related to the operation of the manufacturer
	    o Equipment safety certification, such as: CFDA certifications
	    o The equipment's methods of clinical trial and regulatory requirements
	    o Requirements and procedures for the product's registration, etc.
	• Possess in-depth analytical skills and knowledge on the requirements for the use of quality management systems, such as: ISO 9001 quality management, ISO 13485 medical devices quality management verification, etc.
	• Possess extensive knowledge on risk management, such as:
	    o Information on the product testing and certification center
	    o Relevant liabilities and accident insurances, etc.
	• Fully understand the available resources of the organization and development of scientific research projects, such as:
	    o Innovation and Technology Fund
	    o Innovation and Technology Fund for Better Living
	    o Patient Application Grant, etc.

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

Functional Area - Gerontechnology

	• In-depth understanding of the relevant laws and regulations on the protection of intellectual property rights
	• Fully understand the skills of writing projects for the research and development of scientific technology
	
	2. Lead and execute the research and development of gerontechnology projects
	
	• Comprehensively analyze the organization's service development strategy and research and development trends for technology, and determine the needs of gerontechnology research and development projects
	• Comprehensively consider the industry's background, needs and developmental directions, analyze and explore scientific research projects with developmental potential
	• Analyze the organization's operating strategy, scope, needs of service users, and available resources, in order to develop the research and development strategy and sequence of scientific research projects
	• Coordinate and execute the latest scientific research projects, and promote cooperation with other organizations, such as:
	   ○ Coordinate the resource allocation according to the needs of the scientific research plan
	   ○ Establish and develop scientific research relationships with academic institutions
	   ○ Develop plans for cooperative scientific research and development projects
	   ○ Communicatee with participating scientific research and academic institutions to coordinate the process and progress of projects
	   ○ Follow-up and control the cooperative scientific research and development projects
	• Comprehensively review, assess and analyze the development of the latest scientific research, such as:
	   ○ The progress and benefits of each project, and make amendments accordingly
	   ○ Assessment of innovation ability
	   ○ Analysis of the advantages and disadvantages of comprehensive innovation abilities, etc.
	• Facilitate the exchange of knowledge related to the research and development of gerontechnology projects, such as:
	   ○ Strengthen the preparation and execution of an exchange platform for professional knowledge on gerontechnology by exchanges and sharing with relevant colleagues in the industry and scholars/experts on gerontechnology
	   ○ Lead the developmental direction of the research and development on gerontechnology, and aim to make significant contributions to the industry
	
	3. Exhibit professionalism
	
	• Demonstrate originality and leadership in the process of research and development of gerontechnology projects, in order to cope with the new environments, and promote the development of the industry and organization

Assessment Criteria	The integrated outcome requirements of this Unit of Competency are: • Able to lead and execute the development of new scientific research projects in the elderly community care and support services industry; and • Able to comprehensively review the scientific research and development projects, maintain and transform the results of projects, and make original contributions to the industry on the research and development of gerontechnology.
Remark	

Appendix 1

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