

**SKILLS FRAMEWORK FOR HEALTHCARE  
TECHNICAL SKILLS AND COMPETENCIES (TSC) REFERENCE DOCUMENT**

<b>TSC Category</b>	Education for Healthcare Professions					
<b>TSC</b>	Programme Delivery					
<b>TSC Description</b>	Deliver learning experiences according to the profile and learning needs of the students, staff or professionals, including the provision of mentorship or coaching.					
<b>TSC Proficiency Description</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Level 6</b>
		<b>HCE-PDV-2039-1.1</b>	<b>HCE-PDV-3039-1.1</b>	<b>HCE-PDV-4039-1.1</b>	<b>HCE-PDV-5039-1.1</b>	
		Deliver on-the-job training (OJT) for staff according to materials and guidelines developed	Conduct training for learners according to programme design	Implement education and training programmes, and conduct training for learners according to programme design	Drive the development of healthcare professionals in the organisation and cluster through delivery of specialised training programmes. Guide delivery of programmes by direct reports and develop guidelines to improve delivery of training programmes and presentations	
<b>Knowledge</b>		<ul style="list-style-type: none"> <li>On-the-job blueprints for key work processes</li> <li>Job functions of teams</li> <li>Tools and equipment needed to perform job functions</li> <li>Training delivery approaches and methodologies to suit different contexts and learners</li> <li>Strategies for managing disruptive or negative learners' behaviours</li> </ul>	<ul style="list-style-type: none"> <li>Transfer of learning principles and theories</li> <li>Basic training methods</li> </ul>	<ul style="list-style-type: none"> <li>Types of training resources, learning materials and technologies, and their relative merits and limitations</li> <li>Rationale and methods for maintaining a conducive learning environment</li> <li>Ethical and cultural considerations during programme delivery</li> <li>Best practices in training delivery</li> <li>Analysis and evaluation of education or training programmes</li> </ul>	<ul style="list-style-type: none"> <li>Common pitfalls of various training delivery methods</li> <li>Existing supervisory frameworks and learning needs analysis procedures and frameworks for supervisors to identify learning needs of team members</li> <li>Methodology of train-the-trainer</li> <li>Innovative educational technologies</li> <li>Mentoring programme objectives and guidelines</li> <li>Ethical and cultural considerations in mentoring relationships</li> <li>Characteristics of successful mentoring relationships</li> </ul>	

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					<ul style="list-style-type: none"> <li>• Current research on learning theories</li> <li>• Current research into new delivery methods to enhance learning</li> <li>• Cross-disciplinary concerns and innovations in programme delivery</li> </ul>	
<b>Abilities</b>		<ul style="list-style-type: none"> <li>• Identify key work processes or job functions for OJT</li> <li>• Deliver training as outlined in OJT blueprints in a conducive manner</li> <li>• Highlight to supervisors gaps in the delivery and receptiveness of training programmes</li> <li>• Assess learners' learning progress in teams to ensure alignment with respective key work processes and job functions</li> <li>• Communicate the main components of the OJT systems to staff and relevant stakeholders</li> <li>• Gather feedback on the training provided</li> <li>• Identify disruptive learner behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• Assess learners' progress using appropriate methods, providing timely feedback to participants</li> <li>• Identify the appropriate methodologies to gather feedback on trainings provided</li> <li>• Identify and manage learners' behaviours to achieve intended learning outcomes</li> <li>• Manage disruptive learner behaviours effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Identify gaps in staff, professionals or students' ability to deliver training programmes or presentations effectively</li> <li>• Recognise the need to adjust training programmes to match the needs and characteristics of learners and adjust accordingly</li> <li>• Identify and reduce barriers to learning</li> <li>• Review with learners opportunities to transfer learning to the workplace</li> <li>• Create and maintain conducive learning environments</li> <li>• Mentor identified staff members to develop skill sets for career progression</li> <li>• Deliver training on supervisory frameworks to staff with direct reports to enable them to identify learning needs of team members</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct train-the-trainer programmes for junior staff</li> <li>• Enable junior staff or direct reports to deliver training to relevant healthcare professionals, students and schools through coaching on the best practices, delivery styles and other relevant factors in programme delivery</li> <li>• Influence organisational structures and cultures to ensure delivery of continuous education and training for mentors and assessors</li> <li>• Deliver and/or guide academic programmes designed in collaboration with Institutes of Higher Learning and training institutions</li> <li>• Deliver training in specialty areas to other healthcare professionals</li> <li>• Develop new or improved delivery methods to enhance learning through collaboration and</li> </ul>	

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					<p>discussion with experts in other disciplines</p> <ul style="list-style-type: none"> <li>• Guide incorporation of innovative educational technologies to enhance learning</li> <li>• Guide training delivery and performance standards expected of presenters and facilitators to enable the effective delivery of content to learners and audiences</li> <li>• Mentor successors and staff to deliver higher clinical standards and drive the development of innovative delivery methods through collaborations and discussions with external stakeholders to improve the standards of continuous education programmes</li> </ul>	
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