Career Exploration Guide for Healthcare

Career Exploration Guide

In today's world, the open employment market is becoming increasingly competitive, and for persons with disabilities, finding suitable employment opportunities can be particularly challenging. In response to this, there is a growing need for initiatives that aim to bridge the gap between persons with disabilities and the open job market and enable them to explore potential career opportunities. This objective is also in line with the EMP2030 target employment rate of 40%.

The current Singapore SkillsFuture (SSG) Skills Framework is designed for persons without disabilities, and our 'Career Exploration Guide' has been developed by referencing and adapting the SSG SFw Critical Core Skills (CCS) and aligning them with the Enabling Skills and Competencies Framework (Persons with Disabilities). Furthermore, the 'Career Exploration Guide' also offers a list of potential workplace challenges and corresponding accommodations that can assist individuals with disabilities in their employment.

By doing so, we hope to provide persons with disabilities with a more comprehensive and relevant skills framework to support their **job search and career development**.

Development of the Career Exploration Guide

The 'Career Exploration Guide' was designed to address the disparity in employment rates among persons with disabilities. This guide highlights the key soft skills and possible challenges and accommodations required for typical roles across different sectors, to better align the interests and abilities of persons with disabilities.

The following 35 sectors have been identified to be prevalent and emerging sectors:

• Accountancy	• Aerospace	• Air Transport	• Arts	• Biopharmaceuticals Manufacturing	• Built Environment	• Design
• Early Childhood	• Electronics	• Energy & Chemicals	• Energy & Power	• Engineering Services	• Environmental Services	• Financial Services
• Food Manufacturing	• Food Services	• Healthcare	• Hotel and Accommodation Services	• Human Resources	• Infocomm Technology	• Intellectual Property
• Landscape and Urban Farming	• Logistics	• Marine and Offshore	• Media	• Precision Engineering	• Public Transport	• Retail
• Sea Transport	• Security	• Social Services	• Tourism	• Training and Adult Education	• Wholesale Trade	• Workplace Safety and Health

a. Essential soft skills for work readiness

- ► The essential soft skills have been adapted with reference to the SSG SFw Critical Core Skills (CCS)
- ► Subsequently, it was aligned and mapped back to the Enabling Skills and Competencies Framework (Persons with Disabilities) specifically designed for individuals with disabilities

b. List of possible challenges and accommodations

- ► The list of possible challenges and accommodations was listed down based on the domain of functioning (e.g., mobility)
- ► Sector-specific examples were incorporated

Challenges and Accommodations Categories

Legend:
- 🟥 Challenges
- 🟩 Accommodations

Challenges

Workplace Accessibility

Challenges relating to physical barriers and limitations that hinder the accessibility of the workplace (e.g., Inaccessible entrances, narrow doorways, or lack of ramps)

Accessing and Processing Information and/or Objects

Challenges relating to barriers in obtaining, comprehending or understanding information or interacting with objects in the workplace

Workplace Navigation and Travel

Challenges relating to navigating/travelling to/moving around the workplace (e.g., wayfinding, signage and orientation in the workplace)

Social Interaction

Challenges relating to forming relationships, communicating, and connecting with others (e.g., unable to read nonverbal cues, interpret social norms, expectations, and maintain eye contact)

Environmental Stimuli

Challenges relating to one's working environment causing a sensory overload (e.g., bright lights and noises)

Nature of Job and Tasks

Challenges relating to difficulties specific to the nature of the job or work tasks in effectively performing one's job responsibilities (e.g., physically demanding tasks)

Attentiveness and Concentration

Challenges relating to difficulties in maintaining focus, attention and concentration in the workplace

Accommodations

Workplace Accessibility Accommodations

Modification made to the physical environment of the workplace for individuals with disabilities

Job Task Accommodations

Adjustments made to the specific tasks to enable individuals with disabilities to perform their job effectively

Job Coaching and Scheduling Accommodations

Provide support and guidance to individuals with disabilities in their job roles (e.g., mentorship, modification to work schedule)

Communication Accommodations

Modification to communication methods to ensure effective interaction with individuals with disabilities (e.g., sign language interpreters, captioning)

Sensory Accommodations

Modification to the work environment to minimise sensory distractions or provide sensory support (e.g., noise-cancelling headphones)

Technological Assistance

Use of technology to support individuals with disabilities in their work (e.g., assistive technology, software)

Organisational Culture

Adjustments and initiatives made within the workplace that foster an inclusive and supportive environment for all employees

How to Read the Career Exploration Guide – Essential Soft Skills for Work Readiness

Functional Track: Beverage Service

Job Level: Managerial ⭐⭐

| • Barista Supervisor/ Senior Barista | • Bartender Supervisor | • Wine Specialist/ Demi Sommelier | • Head Barista | • Head Bartender | • Head Sommelier/ Sommelier | • Group Beverage Manager |

ESSENTIAL SOFT SKILLS

FOOD SERVICES

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	Manage Emotions	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Communication and Self-Advocacy	Build Conversation Skills	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, Whatsapp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Relate with Others	Interact in Groups	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, Whatsapp)
	Demonstrate Service Orientation	a. Demonstrate an understanding of the organisation's service mission and culture of service excellence b. Provide positive experiences for customers including pre- and post-service (i.e., providing timely response to customer complaints/feedback/comments)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace

Functional Track
Name of the functional track

Job Level
Job roles listed here are based on job level

Essential Soft Skills
The competencies are listed based on job levels to ensure their relevance to specific job levels

How to Read the Career Exploration Guide – Possible Challenges & Accommodations

Mobility - Challenges and Accommodations

<div style="writing-mode: vertical">FOOD SERVICES</div>

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
Workplace Accessibility a. Difficulties with getting around the F&B outlet/kitchen in larger mobility aids (e.g., wheelchairs) **Workplace Navigation and Travel** a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)	**Job Task Accommodations** a. Allow periodic breaks for toileting and repositioning **Technological Assistance** a. Install devices and programmes that allow alternative access to computers (e.g. Trackballs, key guards, compact keyboard to allow accessibility to the point-of-sale system) b. Provide enhanced motorised wheelchairs (e.g. An elevating wheelchair enables the wheelchair user to extend their reach and retrieve items from higher shelves) c. Use of Assisted Travel Mobile Application (e.g. The "AllGoEasy" free platform helps wheelchair users to plan their journeys and find out if their destination is wheelchair accessible) **Workplace Accessibility Accommodations** a. Provide wheelchair-accessible workstations (e.g. Set up kitchen amenities at a height accessible from a wheelchair) b. Make a slip-stop mat available c. Place utility and equipment controls within easy reach from a seated position (e.g. Handling a cold food holder or blast freezer) d. Provide and/or arrange transportation to work e. Ensure accessibility of premises (e.g. Install ramps, portable ramps, automatic doors, clear and accessible walkway) within the working area (e.g. Kitchen or dining area) f. Provide height-adjustable desks or tables for persons who cannot work comfortably at an existing desk g. Install height-adjustable tables for motorised wheelchairs h. Adjust shelving units to be at wheelchair-accessible height

Possible Challenges and Accommodations
Brief description of possible work challenges and accommodations that can be taken for the sector

How to Read the Career Exploration Guide – Supporting Resources

Supporting Resources

For Persons with disabilities

For Employers

Assistive Technology Fund (ATF)

SG Enable | Assistive Technology Fund (ATF)

The Assistive Technology Fund (ATF) is a valuable resource for Singaporeans with disabilities, designed to empower and support their journey towards independent living. With subsidies covering up to 90% of costs for essential assistive devices, capped at $40,000, the ATF is committed to enhancing the quality of life for persons with disabilities. Whether it's for acquiring new technology, replacing old equipment, or making necessary upgrades, the ATF stands as a beacon of hope, ensuring that financial constraints do not hinder access to tools that facilitate autonomy in daily activities. If you or someone you know could benefit from this program, consider the ATF as your partner in navigating the path to independence and self-reliance.

Enabling Employment Credit (EEC)

Ministry of Manpower | Enabling Employment Credit (EEC)

The Enabling Employment Credit (EEC) is a government initiative designed to encourage employers to hire Persons with Disabilities (PwDs). Firms employing PwDs who have been out of work for at least 6 months will receive enhanced support. This is in addition to the existing wage offset for all PwD employees earning below $4,000/month. With the EEC, employers can become champions of diversity and inclusion, contributing to a workforce that recognizes the talents and potential of about 10,000 PwDs annually. This credit serves as a resource for employers to not only enrich their teams but also to make a positive impact on the community by supporting the employment of PwDs.

Target Audience
Available supporting resources for different stakeholder groups: Persons with Disabilities and Employers

Link to the Resource
Click on the link to find out more about the resource

Description
Description to understand what the initiative/resource is about

Summary of Sector and Functional Tracks

HEALTHCARE

a. Pharmacy Support
b. Operations
c. Nursing
d. Physiotherapy
e. Occupational Therapy
f. Speech Therapy
g. Therapy Support

Note:
1. We understand that besides the challenges already stated, the following barriers could potentially hinder persons with disabilities despite accommodations:
a. Lack of an inclusive workplace culture
b. Lack of awareness on how to interact with or manage persons with disabilities
c. Lack of knowledge on how to conduct job redesign - Employers can refer to the Enabling Skills and Competencies Framework (Employers) for guidance on the relevant skills to mitigate them.

2. The implementation of accommodations and the presence of essential soft skills required is not a key assurance of employment for persons with disabilities

Functional Track: Pharmacy Support

- Pharmacy Technician

HEALTHCARE

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Work and Collaborate in teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
Physical, Mental and Emotional Health	**Manage Emotions**	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner

Functional Track: Pharmacy Support

Job Level: Entry ⭐

- Pharmacy Technician

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Adaptability	Develop Problem-solving Skills	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others

HEALTHCARE

Functional Track: Pharmacy Support

Job Level: Managerial⭐⭐

• Senior Pharmacy Technician	• Pharmacy Technician Executive (Patient Care Service)	• Pharmacy Technician Executive (Pharmacy IT and Supply Chain)	• Pharmacy Technician Executive (Drug Compounding and Quality Management)	• Senior Pharmacy Technician Executive (Patient Care Service)	• Senior Pharmacy Technician Executive (Pharmacy IT and Supply Chain)

(continued) • Senior Pharmacy Technician Executive (Drug Compounding and Quality Management)

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
Physical, Mental and Emotional Health	**Manage Emotions**	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Adaptability	**Develop Problem-solving Skills**	a. Evaluate possible solutions to problems by comparing the pros and cons b. Demonstrate resilience in overcoming problems c. Reflect on the effectiveness of the solutions to the problems as part of improving one's problem-solving process

HEALTHCARE

Functional Track: Operations

• Patient Service Associate	• Patient Service Senior Associate

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	**Manage Emotions**	a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Work and Collaborate in Teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict

HEALTHCARE

Functional Track: Operations

• Patient Service Associate	• Patient Service Senior Associate

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others

HEALTHCARE

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Functional Track: Operations

• Patient Service Assistant Supervisor	• Patient Service Supervisor	• Patient Service Executive

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from Job Coach or teacher) to correct one's inappropriate action or behaviour
	Initiate Career Exploration	a. Understand and be able to articulate one's unique value proposition and what one can bring to an organisation b. Gain and apply essential interview skills - confidently communicate in interviews and answer questions with clarity and conciseness
	Pursue Career Progression	a. Engage in discussions with supervisors to set goals b. Demonstrate confidence when engaging in difficult conversations with supervisors and colleagues, including when gathering feedback c. Understand how to navigate through difficult conversations with supervisors and colleagues
	Set Goals and Fulfil Responsibilities	a. Develop an action plan to complete a task according to expectations, within the given resources and time
	Demonstrate Leadership Skills	a. Recognise how different behaviours affect work situations b. Know the traits of a good leader c. Understand the various leadership styles d. Understand benefits of the traits of a leader (e.g., effective communication skills)
Adaptability	**Cope with Challenging Situations**	a. Practise a range of strategies to cope with difficult tasks or changing situations in different settings (i.e., by seeking advice and help from co-workers and supervisors, getting more information, asking for more time to complete a difficult task) b. Practise strategies to manage negative emotions and stress (e.g., self-help tools such as online progressive muscle relaxation techniques)
	Practise Time Management	a. Implement tools and systems to manage time more effectively b. Use routine and modify the schedule to meet changing demands

HEALTHCARE

Functional Track: Operations

• Patient Service Assistant Supervisor	• Patient Service Supervisor	• Patient Service Executive

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	**Maintain Positive Outlook**	a. Dividing long-term goals (that appear to be overwhelming or difficult) into smaller manageable milestones b. Engage in different ways of creating a positive and happy environment for oneself c. Take time to do some self-reflection, or use appropriate regulation and focus on events/activities that bring about positive emotions
	Manage Emotions	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Digital Literacy	**Avoid Phishing Scams**	a. Know what to do if one accidently provided personal/banking details b. Know how to identify and prevent organisation assets from cyber attack
	Understand the Internet and Social Media	a. Demonstrate caution when interacting with others online b. Seek help when someone makes one feel uncomfortable or distressed online c. Demonstrate social media etiquette (e.g., think before posting, respect others, avoid vulgarities and insulting words)
	Avoid Fake News Online	a. Evaluate the sources and play a part to stop the spread of false information b. Verify information with other sources when unsure of its credibility
	Use Technology Responsibly	a. Evaluate and choose the best strategies for managing screen time b. Avoid undesirable and unsafe online content

HEALTHCARE

Functional Track: Nursing

Job Level: Entry ⭐

• Healthcare Assistant/ Basic Care Assistant/ Nursing Aide	• Senior Healthcare Assistant/Basic Care Assistant/Nursing Aide	• Enrolled Nurse	• Senior Enrolled Nurse	• Principal Enrolled Nurse	• Staff Nurse

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Work and Collaborate in Teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
	Initiate Career Exploration	a. Understand and be able to articulate one's unique value proposition and what one can bring to an organisation b. Gain and apply essential interview skills - confidently communicate in interviews and answer questions with clarity and conciseness
	Pursue Career Progression	a. Engage in discussions with supervisors to set goals b. Confidence in conversing in difficult conversations with supervisors and colleagues, including gathering feedback c. Understand how to navigate through difficult conversations with supervisors and colleagues
	Set Goals and Fulfil Responsibilities	a. Develop an action plan to complete a task according to expectations, within the given resources and time

HEALTHCARE

Functional Track: Nursing

• Healthcare Assistant/ Basic Care Assistant/ Nursing Aide	• Senior Healthcare Assistant/Basic Care Assistant/Nursing Aide	• Enrolled Nurse	• Senior Enrolled Nurse	• Principal Enrolled Nurse	• Staff Nurse

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Communication and Self-Advocacy	**Communicate One's Needs**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Build Conversation Skills	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
Physical, Mental and Emotional Health	**Manage emotions**	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner

HEALTHCARE

Functional Track: Nursing

Job Level: Managerial⭐⭐						
• Senior Staff Nurse	• Assistant Nurse Clinician	• Nurse Manager	• Nurse Clinician	• Nurse Educator	• Senior Nurse Manager	• Senior Nurse Clinician	• Senior Nurse Educator

(Note: the above row contains eight job titles across the level)

HEALTHCARE *(vertical side text)*

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Initiate Career Exploration**	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gap and competencies and developing them to be work ready
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
Communication and Self-Advocacy	**Build Conversation Skills**	a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)
Numeracy and Language Literacy	**Understand Numeracy**	a. Read and interpret data from basic modes of data representation (e.g., tables and bar graphs)
	Understand Written Communication (Language and Literacy)	a. Apply reading skills to demonstrate comprehension of more complex texts b. Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English) c. Communicate concisely (e.g., reducing paragraph and sentence length) d. Adapt formality to the writing context (e.g., at workplace)
	Understand Grammar and Vocabulary (Language and Literacy)	a. Spot and address own language mistakes to develop greater control in the use of language for speaking, writing and representing b. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others c. Continue to develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in contexts

Functional Track: Nursing

Job Level: Executive⭐⭐⭐

• Assistant Director of Nursing (Clinical)	• Assistant Director of Nursing (Education)	• Assistant Director of Nursing (Management)	• Deputy Director of Nursing (Clinical)	• Deputy Director of Nursing (Education)	• Deputy Director of Nursing (Management)	• Director of Nursing (Clinical)	• Director of Nursing (Education)	• Director of Nursing (Management)	• Chief Nurse

HEALTHCARE

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Establish and maintain positive social relationships with different people at different settings (e.g., friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Initiate Career Exploration**	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Set Goals and Fulfil Responsibilities	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
Communication and Self-Advocacy	**Build Conversation Skills**	a. Engage different people in informal and formal conversations at different activities (i.e., social exchanges vs. work-related discussions)
Numeracy and Language Literacy	**Understand Numeracy**	a. Read and interpret data from basic modes of data representation (e.g., tables and bar graphs)
	Understand Written Communication (Language and Literacy)	a. Apply reading skills to demonstrate comprehension of more complex texts b. Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English) c. Communicate concisely (e.g., reducing paragraph and sentence length) d. Adapt formality to the writing context (e.g., at workplace)
	Understand Grammar and Vocabulary (Language and Literacy)	a. Spot and address own language mistakes to develop greater control in the use of language for speaking, writing and representing b. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others c. Continue to develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context

Functional Track: Physiotherapy

- Physiotherapist

HEALTHCARE

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others

Functional Track: Physiotherapy

Job Level: Managerial⭐⭐

• Senior Physiotherapist	• Principal Physiotherapy Researcher	• Principal Physiotherapy Manager	• Principal Physiotherapist (Clinical)	• Principal Physiotherapy Educator	• Senior Principal Physiotherapy Manager	• Senior Principal Physiotherapist (Clinical)	• Senior Principal Physiotherapy Educator	• Senior Principal Physiotherapy Researcher

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	Work and Collaborate in teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
Physical, Mental and Emotional Health	**Manage Emotions**	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Adaptability	**Develop Problem-solving Skills**	a. Evaluate possible solutions to problems by comparing the pros and cons b. Demonstrate resilience in overcoming problems c. Reflect on the effectiveness of the solutions to the problems as part of improving one's problem-solving process

HEALTHCARE

Functional Track: Occupational Therapy

- Occupational Therapist

HEALTHCARE

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
	Work and Collaborate in Teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
Physical, Mental and Emotional Health	**Manage Emotions**	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)

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Functional Track: Occupational Therapy

- Occupational Therapist

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others

HEALTHCARE

Functional Track: Occupational Therapy

• Senior Occupational Therapist	• Principal Occupational Therapy Manager	• Principal Occupational Therapist (Clinical)	• Principal Occupational Therapy Educator	• Principal Occupational Therapy Researcher	• Senior Principal Occupational Therapy Manager	• Senior Principal Occupational Therapist (Clinical)	• Senior Principal Occupational Therapy Educator	• Senior Principal Occupational Therapy Researcher

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Work and Collaborate in Teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gaps and competencies and develop them to be work ready
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Numeracy and Language Literacy	**Understand Numeracy**	a. Read and interpret data from basic modes of data representation (e.g., tables and bar graphs)
	Understand Written Communication (Language and Literacy)	a. Apply reading skills to demonstrate comprehension of more complex texts b. Apply spelling skills and learner strategies for writing accurately and consistently in internationally acceptable English (standard English) c. Communicate concisely (e.g., reducing paragraph and sentence length) d. Adapt formality to the writing context (e.g., at workplace)
	Understand Grammar and Vocabulary (Language and Literacy)	a. Spot and address own language mistakes to develop greater control in the use of language for speaking, writing and representing b. Use appropriate language structures learnt previously to convey thoughts and opinions in interactions and communication with others c. Continue to develop rich vocabulary knowledge by examining how words are formed, how words relate to one another and how words are used in context

HEALTHCARE

Functional Track: Speech Therapy

- Speech Therapist

HEALTHCARE

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
	Work and Collaborate in teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Acknowledge feedback, including compliments on one's behaviour at different settings, appropriately b. Respond appropriately to feedback (i.e., from job coach or supervisor) to correct one's inappropriate action or behaviour
Physical, Mental and Emotional Health	**Manage emotions**	a. Explore regulation or self-management strategies that can be applied to manage workplace triggers or performance of work tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in a constructive manner
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings (e.g., communicate if one is unwell, request to repeat instructions, ask to be provided with additional time to complete tasks)

Functional Track: Speech Therapy

- Speech Therapist

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others

HEALTHCARE

Functional Track: Speech Therapy

Job Level: Managerial⭐⭐

| • Senior Speech Therapist | • Principal Speech Therapy Manager | • Principal Speech Therapist (Clinical) | • Principal Speech Therapy Educator | • Principal Speech Therapy Researcher | • Senior Principal Speech Therapy Manager | • Senior Principal Speech Therapist (Clinical) | • Senior Principal Speech Therapy Educator | • Senior Principal Speech Therapy Researcher |

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Relate with Others	**Interact in Groups**	a. Observe appropriate social boundaries at different settings (e.g., interacting with friends, co-workers, customers)
	Manage Conflicts	a. Conduct conflict resolution planning b. Assess effectiveness of conflict resolution strategies c. Adapt from previous conflict resolution strategies for various contexts
	Work and Collaborate in teams	a. Generate solutions to challenges faced in the team b. Contribute to a positive and cooperative environment in the team through coordinated problem-solving c. Use collaborative communication tools to accomplish group tasks (i.e., Google Drive, Microsoft Teams, Popplet, Padlet, WhatsApp)
Career Preparation and Development	**Set Goals and Fulfil Responsibilities**	a. Refine the goals and action plan b. Display self-motivation in completing a task (i.e., show enthusiasm, perform self-check to spot efforts and correct errors)
	Initiate Career Exploration	a. Effectively communicate one's brand through resume and online profiles such as LinkedIn b. Know the potential skills gap and competencies and developing them to be work ready
	Demonstrate Appropriate Behaviour and Conduct	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings
	Demonstrate Leadership Skills	a. "Walk-the-talk" and demonstrate good leadership traits to other colleagues in the workplace
Communication and Self-Advocacy	**Build Conversation Skills**	a. Respond appropriately to tone and body language of others (i.e., facial expression, body posture and hand gestures) in informal and formal conversations at different activities b. Use a variety of communication tools/channels appropriately at different activities (i.e., verbal, email, WhatsApp)
	Communicate One's Needs	a. Express one's requests (e.g., needs and wants); and views (e.g., thoughts and feelings) appropriately at different settings b. Understand the difference between healthy communication and unhealthy communication
Adaptability	**Develop Problem-solving Skills**	a. Evaluate possible solutions to problems by comparing the pros and cons b. Demonstrate resilience in overcoming problems c. Reflect on the effectiveness of the solutions to the problems as part of improving one's problem-solving process

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Functional Track: Speech Therapy

Job Level: Managerial⭐⭐

| • Senior Speech Therapist | • Principal Speech Therapy Manager | • Principal Speech Therapist (Clinical) | • Principal Speech Therapy Educator | • Principal Speech Therapy Researcher | • Senior Principal Speech Therapy Manager | • Senior Principal Speech Therapist (Clinical) | • Senior Principal Speech Therapy Educator | • Senior Principal Speech Therapy Researcher |

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	**Manage Emotions**	a. Use appropriate regulation or self-management strategies to address triggers of uncomfortable emotions encountered on a daily basis or within the work environment

HEALTHCARE

Functional Track: Therapy Support

Job Level: Entry ⭐

• Therapy Support Associate	• Therapy Assistant	• Senior Therapy Assistant

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Physical, Mental and Emotional Health	**Manage Emotions**	a. Explore regulation or self-management strategies that can be applied to manage triggers or performance of tasks (i.e., taking deep breaths, counting to 20) b. Identify triggers which may result in uncomfortable emotions (e.g., anxiety, embarrassment, anger, sadness) c. Understand one's emotions and adopt techniques to manage the triggers such that one can better respond in constructive manner
Communication and Self-Advocacy	**Build Conversation Skills**	a. Initiate informal conversation during participation at different settings b. Ask questions to seek clarity about task expectations during different activities c. Use appropriate pace, tone, volume and body language to communicate at different settings d. Listen for key information during different activities e. Observe how body language is used by others at different activities to convey meaning f. Observe turn-taking in conversations at different settings
	Communicate One's Needs	a. Identify different types of communication (including verbal and non-verbal communication) b. Practise basic requests which could be made at different settings e.g., communicate that they are unwell, request to repeat instructions, ask to be provided with additional time to complete tasks
Relate with Others	**Interact in Groups**	a. Participate in basic social interaction activities with others at different settings (i.e., saying 'thank you', greeting colleagues) b. Show care and consideration when interacting with others at different settings (i.e., giving words of encouragement, asking 'How are you?')"
	Manage Conflicts	a. Apply conflict resolution techniques b. Apply effective communication techniques in a conflict c. Manage one's emotions in a conflict
	Demonstrate Service Orientation	a. Provide service in a polite and friendly manner b. Show good product/service knowledge to meet others' needs and expectations
	Work and Collaborate in teams	a. Show appreciation for diverse strengths of team members b. fulfil one's own role and responsibilities in the team towards achieving team goals c. Provide assistance and support needed by team members

HEALTHCARE

Functional Track: Therapy Support

• Therapy Support Associate	• Therapy Assistant	• Senior Therapy Assistant

ESSENTIAL SOFT SKILLS

DOMAINS	SUB-COMPETENCY AREA	
Adaptability	**Develop Problem-solving Skills**	a. Discuss possible causes and solutions to problems encountered at different settings b. Generate solutions to solve problems at different activities, independently or with help from others
Career Preparation and Development	**Demonstrate Appropriate Behaviour and Conduct**	a. Explore areas of strengths and growth based on the feedback received to further improve behaviour b. Self-reflect and self-correct one's behaviour at different settings

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Mobility – Challenges and Accommodations (1/2)

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
Workplace Accessibility a. Difficulties with getting around the hospital/clinic in larger mobility aids **Workplace Navigation and Travel** a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work) **Nature of Job and Tasks** a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees) b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles) **Social Interaction** a. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work	**Job Task Accommodations** a. Allow for periodic breaks for toileting and repositioning b. Install height-adjustable tables for motorised wheelchairs c. Assign tasks that require less standing or walking (e.g. Managing clinical consultation timeslots) d. Provide height-adjustable desks or tables for persons who cannot work comfortably at an existing desk **Technological Assistance** a. Provide enhanced motorised wheelchairs (e.g. An elevating wheelchair enables the wheelchair user to extend their reach and retrieve items from higher shelves) b. Use of Assisted Travel Mobile Application (e.g. "AllGoEasy" free platform helps wheelchair users to plan their journeys and find out if their destination is wheelchair accessible) c. Install devices and programmes that allow alternative access to computers (e.g. Trackballs, key guards, compact keyboard) **Workplace Accessibility Accommodations** a. Provide accessible filing systems for persons who cannot reach upper and lower file drawers in a vertical file cabinet b. Adjust shelving units to be at wheelchair-accessible height c. Ensure accessibility of premises (e.g. Install ramps, portable ramps, automatic doors, clear and accessible walkway, special flooring, lower tables) within the work environment (e.g. Hospitals or clinics) d. Place office supplies and frequently used materials on the most accessible shelves or drawers for those who cannot reach upper and lower shelves and drawers e. Allocate workspaces near to office machines (e.g. Printers) or entrances/exits f. Provide/Arrange transportation to-and-from work

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. holding interviews in disability-friendly locations)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Nature of Job and Tasks
a. Difficulties in carrying out delicate job tasks (e.g. Holding someone up, giving injections, placing intravenous devices)
b. Difficulties with/unable to manipulate objects (e.g. Forceps)
c. Difficulties in typing on a keyboard to retrieve patient-related information
d. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
e. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Workplace Accessibility
a. Difficulties with navigating through work environment entry points (e.g. Opening heavy office doors and manipulating doorknobs)

Social Interaction
a. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Job Task Accommodations
a. Provide page turners and book holders for a person who cannot manipulate paper
b. Provide writing aids for a person who cannot grip a writing tool (e.g., ergonomic rubber grip for pen)
c. Provide the use of single-action levers instead of knobs
d. Provide more time to practise clinical skills or tasks
e. Use of one-hand syringes to administer injections
f. Use of powered stands to provide ergonomic lifting solutions during procedures

Technological Assistance
a. Provide voice-activated speaker phones with large buttons, an automatic dialing system and voice mail system, and/or headsets
b. Provide alternative access for computers (e.g. Speech recognition, morse code entry, trackballs, key guards, alternative keyboards, and/or mouth sticks)
c. Provide switch buttons to navigate and select icons on the computer screen (can be configured for other software and commands)
d. Provide accessible switches or power controls by using adhesive Velcro to securely attach the switches or controls to surfaces
e. Provide reading systems (e.g. scanner, computer, monitor, and sound card), Optical Character Recognition (OCR) software, and a reading and filing program

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HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Accessing and Processing Information and/or Objects
a. Difficulties in reading measurements from medical apparatus (e.g. Blood pressure monitor, Medical Device Interface (MDI))
b. Difficulties in accessing computer information, client documents and/or writing notes (e.g. Accessing digital patient records)
c. Difficulties in accessing printed text (e.g. Font size, style, colour, contrast, overall text legibility in physical copies of patient records)
d. Difficulties with using a telephone in terms of accessing buttons and visual displays

Social Interaction
a. Difficulties in non-verbal communications (e.g. Body language, hand gestures, and eye contact that might indicate the well-being of the patient)
b. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Workplace and travel
a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)
b. Difficulties with workplace navigation (e.g. Reading signage, noticing obstacles that may be in one's path)

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Job Task Accommodations
a. Use overlay to increase colour contrast between printed text and document background (e.g. colour paper, acetate sheet)
b. Provide accessible reading/training/meeting materials in advance for employees to review (e.g. Auditory version of documents, braille formatted document, large print, tactile graphic document)

Job Coaching and Scheduling Accommodations
a. Engage job coaches/on-site mentors and designate a consistent buddy to support on job tasks and workplace navigation
b. Allow for flexible schedule (e.g. Remote working, longer travelling time)

Communication Accommodations
a. Use specific and descriptive language (e.g. instead of saying "there is a kerb", say "there is a kerb on your right")

Sensory Accommodations
a. Provide the use of anti-glare screen protectors to reduce screen glare (e.g. Tablets such as iPads used in the course of healthcare)

Technological Assistance
a. Use of assisted Visual Mobile applications (e.g. Take a photo of the surroundings/objects and use crowdsourcing and image recognition to identify objects/surroundings)
b. Provide assistive technology for note-taking (e.g. Digital recorder, speech dictation software, braille stylus/braille slate, braille printer, scribe/notetaker)
c. Provide assistive technology for using a telephone (e.g. Telephone light sensor, talking telephone console indicators and message displays, smartphone screen reading)
d. Provide assistive technology for computer use (e.g. Text-to-speech software, screen reader software, screen magnifier, large-font keyboard to enable usage of digital medical apparatus or to retrieve digital patient records, Microsoft Reader)
e. Use of assistive technology (e.g. digital recorders to record conversations)

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Workplace Accessibility Accommodations a. Allow a service animal and/or mobility aid (e.g. Cane), detectable warning surfaces, tactile map of evacuation and common routes, talking landmark or GPS b. Provide a well-lit working environment c. Provide/Arrange transportation to-and-from work d. Avoid placing items along the common walkway as it may disorientate employees' cognitive mapping of the space e. Familiarise employee with the amenities within the company and around the building such as the facilities and floor plan by orientating and walking with them **Organisational culture** a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. making job advertisements and postings screen-reader compatible, using clear and inclusive language)

Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Accessing and Processing Information and/or Objects
a. Difficulties in using medical apparatus that requires hearing (e.g. Stethoscopes)

Social Interaction
a. Difficulties in communicating effectively with co-workers, clients, and/or stakeholders who may have limited experience working with persons with hearing disability (e.g. Communicating customised planned nursing interventions to patients)
b. Difficulties in fully capturing all of the discussion pointers raised during presentations and meetings (e.g. Discussions about clinical standards and service quality performance)
c. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Communication Accommodations
a. Encourage and send employees/co-workers to undergo a sign language course to facilitate communication
b. Provide any written materials such as meeting agendas, course or training outlines before meetings and meeting notes afterwards
c. Sit in a round table setting to facilitate lip-reading
d. Conduct ground discussions in a quiet room to avoid distractions and minimise noise
e. Have minutes or notes taken, transcribed and disseminated for future reference
f. Educate staff to speak one at a time, maintain eye contact and not cover their mouth when speaking
g. Provide conducive meeting environments (e.g. Good lighting, quiet meeting rooms, visual access to the speaker)
h. Provide and engage sign interpreters

Technological Assistance
a. Install hearing induction loop system in common areas (e.g. Meeting room, event halls)
b. Provide the use of alerting devices that use vibrating or visual indicators (e.g. Flashing lights and/or assisted hearing mobile applications)
c. Provide the use of live transcribing applications for communication (e.g. Closed captioning of videos and voice-to-text systems)
d. Use of personal assistive technology (e.g. Hearing aids, visual communication aids to communicate face-to-face with co-workers, patients, or others)
e. Use of amplified stethoscope products
f. Provide the use of stethoscopes compatible with hearing aids
g. Provide the use of Assisted Hearing Mobile Applications to record and recognise sounds/respond to environment signals
h. Use of instant messaging software (e.g. WhatsApp) for communication
i. Provide the use of wireless microphone and receivers for those with hearing aids to hear better and not be affected by ambient environment noise

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Sensory Accommodations a. Provide hearing protection for those who need to work in a noisy environment (e.g. earmuffs that attenuate sound as the noise level rises) **Organisational culture** a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. alternative application methods such as written interviews or including sign language interpreters, instead of face-to-face)

Note:
Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

Intellectual Disability – Challenges and Accommodations (1/2)

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Accessing and Processing Information and/or Objects
a. Difficulties in absorbing complex and large amounts of information (e.g. Care plans of patients with complex medical conditions)

Attentiveness and Concentration
a. Long working hours which requires focus and time management (e.g. In acute care such as 24-hour emergency services)

Environmental stimuli
a. Sensitivity to environmental stimuli (e.g. Noise from other patients and staff)

Social Interaction
a. Difficulties with communication due to the lack of social skills (e.g. Assessment results and therapy plans to clients and other relevant stakeholders due to shyness, intimidation, behaviour disorders, or low self-esteem)
b. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Workplace and travel
a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)

Nature of Job and Tasks
a. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
b. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Job Task Accommodations
a. Break information up and represent it in other visual forms (e.g. Infographics, pictorial representations, and simplified diagrams)
b. Provide the use of checklists or step-by-step pictorial manual to simplify Standard Operating Procedures (e.g. Providing of basic nursing care)
c. Provide additional training time or retraining if needed, to reinforce learning
d. Provide frequent intermittent breaks for employees who may need conditioning and building up of stamina over time
e. Use timer or time management application to help employee keep track of time (e.g. Scheduling appointments for patients)

Job Coaching and Scheduling Accommodations
a. Provide videos and visual aids, or conduct role plays, to demonstrate appropriate workplace behaviour (e.g. Interaction with patients)
b. Engage job coaches/on-site mentors and designate a consistent buddy to support communication and job tasks (e.g. Communicating assessment outcomes to patients or in developing an intervention plan)

Sensory Accommodations
a. Provide a quiet room for individuals to calm down and reduce sensory overload

Communication Accommodations
a. Ask only one question at a time and allow plenty of time for a response
b. Speak directly to the individual and make eye contact
c. Speak in clear short sentences and use simple words

Technological Assistance
a. Use of assistive technology (e.g. Noise cancelling earbuds)

Workplace Accessibility Accommodations
a. Provide/Arrange transportation to-and-from work

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HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
	Organisational culture a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. being flexible in structure of interviews, instead of fast-paced, back-and-forth conversational styles in interviews)

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Note:

Please refer to the Enabling Skills and Competencies Framework for Employers, Competency Domain "Inclusive Workplace Culture" for skills related to creating an inclusive and supportive workplace culture for persons with disabilities.

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS

Accessing and Processing Information and/or Objects
a. Difficulties in absorbing complex and large amounts of information (e.g., Understanding the care plans of patients with complex medical conditions)

Attentiveness and Concentration
a. Difficulty in time management and in organising/planning/prioritising (e.g. Organising clinical and service operations)
b. Difficulties in sustaining attention or concentrating on a task for extended periods of time

Environmental stimuli
a. Sensitivity to lights and noise within the workplace (e.g. Noise from patients and staff)

Nature of Job and Tasks
a. Stress intolerance due to generally high workloads/cases to manage and long working hours (e.g. Within acute care medical branches such as 24-hour emergency services)
b. Difficulties in adapting to non-routine tasks and/or changes in work schedule (e.g. Shift work in acute care such as 24-hour emergency services)
c. Challenges in managing workload, work pace and remuneration expectations of colleagues and clients (e.g. if colleagues view accommodations as special treatments or unfair distributions of tasks, if clients request for lower fees)
d. Difficulties in initiating career exploration and one's organisational fit (e.g. confidence in applying for roles)

Social Interaction
a. Difficulties with communication due to the lack of social skills (e.g. Assessment results and therapy plans to clients and other relevant stakeholders due to shyness, intimidation, behaviour disorders, or low self-esteem)
b. Challenges in maintaining client relationships and managing their expectations regarding the speed and quality of work

Job Task Accommodations
a. Avoid changing processes too often or abruptly. If there are any changes, explain the changes in a clear and direct way
b. Break information up and represent it in other visual forms (e.g. Infographics, pictorial representations, and simplified diagrams)
c. Provide and assist in checklists, calendars and planners to keep them on tasks (e.g. Checklists to guide the providing of basic nursing care)
d. Separate tasks based on priority and assign new tasks only when the previous one is completed

Job Coaching and Scheduling Accommodations
a. Provide flexible working arrangements (e.g. flexible working hours, remote work, reduced hours and scaled-down job roles based on mutual agreement and suitability for the person with disability)
b. Engage job coaches/on-site mentors and designate a consistent buddy to support communication and job tasks (e.g. Communicating assessment outcomes to patients or in developing an intervention plan)

Sensory Accommodations
a. Avoid installing strong or colourful lighting that may cause sensory overload
b. Allow employees' workstation to be positioned away from high human traffic or background noises (e.g. Machine, equipment) if the person with disability requests for it
c. Provide a quiet room for individuals to calm down and reduce sensory overload
d. Install anti-glare filters for fluorescent lights to allow them to more closely resemble natural sunlight
e. Provide environmental sound machines, provide noise-cancelling headsets and/or use sound control products such as carpeting to reduce background noises

HEALTHCARE

LIST OF POSSIBLE WORK CHALLENGES	LIST OF POSSIBLE ACCOMMODATIONS
Workplace and travel a. Difficulties with commuting to-and-from work (e.g., inaccessible transportation or long-distance travel to work)	**Communication Accommodations** a. Allow written response in place of verbal response for those who prefer this communication method b. Speak directly to the individual and make eye contact c. Speak in clear short sentences and use simple words d. Ask only one question at a time and allow plenty of time for a response **Technological Assistance** a. Use of voice recorder to capture instructions and information (e.g. Instructions to provide effective basic patient education) **Workplace Accessibility Accommodations** a. Provide/Arrange transportation to-and-from work **Organisational culture** a. Communicate and advocate for disability inclusiveness to external stakeholders (e.g. set, negotiate, and manage client expectations, discuss any concerns and adjust plans as necessary to align with client expectations) b. Promote an inclusive culture among employees/co-workers to facilitate relationships among all employees* (e.g. incorporating inclusion-related values and competencies into employees, educating colleagues on reasons for accommodations so that they are not seen as special treatment or unfair distribution of tasks) c. Facilitate accessible and diverse staff bonding activities and office social events (e.g., providing alternative activities or modifications to physical events, ensuring venues are accessible) d. Providing accessible and more flexible recruitment opportunities (e.g. being flexible in structure of interviews, instead of fast-paced, back-and-forth conversational styles in interviews)

Note:

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For Persons with disabilities

Assistive Technology Fund (ATF)

SG Enable | Assistive Technology Fund (ATF)

The Assistive Technology Fund (ATF) is a valuable resource for Singaporeans with disabilities, designed to empower and support their journey towards independent living. With subsidies covering up to 90% of costs for essential assistive devices, capped at $40,000, the ATF is committed to enhancing the quality of life for persons with disabilities. Whether it's for acquiring new technology, replacing old equipment, or making necessary upgrades, the ATF stands as a beacon of hope, ensuring that financial constraints do not hinder access to tools that facilitate autonomy in daily activities. If you or someone you know could benefit from this program, consider the ATF as your partner in navigating the path to independence and self-reliance.

For Employers

Enabling Employment Credit (EEC)

Ministry of Manpower | Enabling Employment Credit (EEC)

The Enabling Employment Credit (EEC) is a government initiative designed to encourage employers to hire Persons with Disabilities (PwDs). Firms employing PwDs who have been out of work for at least 6 months will receive enhanced support. This is in addition to the existing wage offset for all PwD employees earning below $4,000/month. With the EEC, employers can become champions of diversity and inclusion, contributing to a workforce that recognizes the talents and potential of about 10,000 PwDs annually. This credit serves as a resource for employers to not only enrich their teams but also to make a positive impact on the community by supporting the employment of PwDs.

Supporting Resources

For Employers

Employment Support Programme

[SG Enable | Employment Support for Employers to hire PwDs](#)

The Employment Support Programme for PWDs, backed by Workforce Singapore and SkillsFuture Singapore and administered by SG Enable, offers employers subsidies, grants, and services to aid in hiring and integrating Persons with Disabilities into their workforce. Employers benefit from up to 90% course fee subsidies, job redesign grants capped at $20,000, and a year of complimentary recruitment and job support services, enhancing workplace inclusivity and leveraging the unique talents of PWDs. This programme is also aligned with the SkillsFuture Enterprise Credit scheme for additional financial support.

Open Door Programme (ODP)

[MSF, WSG | Open Door Policy (ODP)](#)

The Open Door Programme (ODP), funded by the Ministry of Social and Family Development and Workforce Singapore, and managed by SG Enable, is a key resource for employers to support the employment of persons with disabilities. It offers grants for job redesign, training subsidies, and recruitment services, helping employers to create an inclusive workplace that values diversity and nurtures talent among persons with disabilities.

Job Accommodation Network (JAN)

[Job Accommodation Network](#)
The Job Accommodation Network (JAN) offers guidance on creating inclusive workplaces through accommodations. It provides comprehensive A to Z listings by disability, limitation, function, and topic, with practical solutions like equipment modification, job restructuring, and policy adjustments. Employers can use JAN as a starting point to foster a supportive environment and ensure the success of their employees with disabilities.