

## Updated as of 27 May 2025 **TRAINING DIRECTORY** 2025 / 2026

| CET PROGRAMMES  |           |                               |
|---|-----------|-------------------------------|
| Programme Title   | Duration  | Schedule                      |
| Diploma   |           |                               |
| Higher Diploma in Social Service  | 18 months | Intake 6: Aug 2024 - Dec 2025 |
| Certificates  |           |                               |
| Advanced Certificate in Social Service  | 13 months | TBC                           |
| Advanced Certificate in Supported Employment                                  | 6 months  | TBC                           |
| Certificate in Para-counselling in Community Setting (Classroom & Synchronous | 60 hrs    | ТВС                           |
| <u>Certificate in Peer Support</u> <sup>1</sup>                               | 180 hrs   | ТВС                           |
| Certificate in Residential Care for Children and Young Persons (e-learning)   | 10 hrs    | твс                           |
| Professional Certificate in Casework (NSWCF Foundational) <sup>2</sup>        | 3 months  | ТВС                           |
| Professional Certificate in Group Work <sup>2</sup>                           | 2 months  | 22 Sep 2025 to 7 Nov 2025     |

<sup>1</sup> Please find other related Peer Support Specialist Programmes under the Mental Health section in the Training Directory.
 <sup>2</sup> The National Social Work Competency Framework (NSWCF) is jointly developed with the Ministry of Social and Family Development (MSF) and Ministry of Health (MOH).

| CAREGIVING   |      |             |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
|--|------|-------------|------------------|----|---------|----------|----------|-------|-------------|----------------|-----------------|-------------------|-----------------|---------------------|-----------------|----------------|----------------------------|-------------------|-----------|
| Course Title   | Aud  | lience'     | •                |    | Modalit | 1        | Duration |       |             |                |                 | 2025              |                 |                     |                 |                |                            | 2026              |           |
| Caregivers Development   |      | 2 3 4       | 1 0              |    |         | E (Sync) | Hours    | Apr   | May         | lun            | Int             | Aug               | Sep             | Oct                 | Nov             | Dec            | Jan                        | Feb               | Mar       |
| [E-Learning] Preparatory Caregiver Training Programme  |      | • • •       |                  |    | •       | - (-)    | 1        |       | ,           |                |                 |                   | Enrol @ i       |                     |                 |                |                            |                   |           |
|  |      | - ا- ا-     |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| CHILDREN, YOUTH & FAMILY   |      | liance      |                  |    | Modalit |          | Duration |       |             |                |                 | 2025              |                 |                     |                 |                |                            | 2026              |           |
| Course Title   |      |             |                  |    | (Async) | E (Sync) | Hours    | Apr   | May         | Jun            | Jul             | 2025<br>Aug       | Sep             | Oct                 | Nov             | Dec            | Jan                        | Feb               | Mar       |
| Engagement   | 1 2  | 3 4         | 4 C              | BE |         | E (Sync) | 15.5     | Apr   | iviay       | Jun            | IUL             | Aug               |                 |                     | NOV             | Dec            |                            | Feb               | Iviar     |
| Apply Development Theories when Working with Children and Youths (Classroom & Asynchronous)  |      | •           | •                |    | ·       |          | 15.5     |       |             |                |                 |                   |                 | 17 Sep<br>1 - 1 Oct |                 |                | 20 - 21 Jan<br>27 - 28 Jan |                   |           |
| Certified User for Child and Adolescents Needs and Strengths (CANS) (Synchronous E-learning)   | ++.  | +++         | ++               | -  |         |          | 21       |       | 19-20, 26-  |                | 14-15, 23-      |                   | 30 Set          | -100                | 10-11, 17-      |                | 27-20 Jail                 | 5-6, 12-13        |           |
| Certaileo oser for Child and Adolescents Reeds and Strengths (CARS) (Synchronous Prearning)  |      |             |                  | -  |         |          | 21       |       | 27 May      |                | 24 July         |                   |                 |                     | 18 Nov          |                |                            | 5-0, 12-15<br>Eeb |           |
| Certified Liser for Youth Level of Services/Case Management Inventory (VLS/CMI) (Synchronous & Asynchronous E-learning)  | tt.  | <del></del> | 1.               |    | •       |          | 21       |       | 6 - 7 May   |                | 1- 2 Jul        |                   | 2 - 3 Sep       |                     | 11 - 12 Nov     |                |                            | 3 - 4 Feb         |           |
| Centried User for Tobult Lever of Services Case Management Inventory (TCS CMI) (Synchronous & Asynchronous Preaming)   |      |             | 1.1              | -  | •       |          | 21       |       | 13 - 14     |                | 8-9Jul          |                   | 9 - 10 Sep      |                     | 19 - 19 Nov     |                |                            | 10-11 Feb         |           |
|  |      |             |                  |    |         |          |          |       | May         |                | 0.0101          |                   | 5 10 Sep        |                     | 15 15 1000      |                |                            | 10 11100          |           |
| Counselling Guidelines Training: Working with Youth with Sexual Orientation and Gender Issues  | ++   | ++          | ++               | -  |         |          |          |       | 19 - 20 May |                | 7 - 8 Jul       |                   | 8 - 9 Sep       |                     | 3 - 4 Nov       |                | 21 -22 Jan                 |                   | 9 - 10 Ma |
| Ethical Considerations when Interacting with Youths  | ++   | ++          | ++               | -  |         |          |          |       | 10 10 110   |                | 7 0 701         |                   |                 |                     |                 |                | A                          |                   | 5 10 1010 |
| Ethical Considerations when Interacting with Children  |      | ++          |                  |    |         |          |          |       |             |                |                 | Compliment        | ary elearning.  | Open throu          | gh out FY.      |                |                            |                   |           |
| Encoder Consecutions when meet once where the consecution of the second se   |      | ++          |                  | •  |         |          | 28       |       |             | 5.6.12 & 13    |                 | 4.5.11&12         |                 | 239810              | 20.21.27 &      |                |                            |                   |           |
| Care   |      |             |                  |    |         |          |          |       |             | Jun            |                 | Aug               |                 | Oct                 | 28 Nov          |                |                            |                   |           |
| Implementing Trauma Informed Positive Behaviour Interventions & Supports for Children and Young Persons in Residential Care  |      |             |                  | •  |         |          | 21       |       |             |                |                 | 20-22 Aug         |                 |                     |                 |                | 7-9 Jan                    |                   |           |
|  |      |             |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Integrated Structured Decision Making (SDM) and Partnering for Safety (PFS) for Out-of-Home Care (OHC) Case Management   |      |             |                  | •  |         |          | 35       |       |             |                |                 | 9 - 11 Jul        |                 |                     |                 |                |                            | 4 - 6 Feb         |           |
|  |      |             |                  |    |         |          |          |       |             |                |                 | 17 - 18 Jul       |                 |                     |                 |                |                            | 12 - 13 Feb       |           |
| Legislation Relating To Children & Young Persons - E-Learning - Social Service Institute   |      |             |                  |    |         |          |          |       |             |                |                 | Compliment        | ary elearning.  | Open throu          | gh out FY.      |                |                            |                   |           |
| Intervention and Treatment   | 1 2  | 2 3 4       | 4 C              | BE | (Async) | E (Sync) | Hours    | Apr   | May         | Jun            | Jul             | Aug               | Sep             | Oct                 | Nov             | Dec            | Jan                        | Feb               | Mar       |
| [E-Learning] Child Abuse Reporting Guide (CARG)  |      | • •         |                  |    | •       |          | 1.5      |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| [E-Learning] Introduction to Child Protection Framework  | •••  |             |                  |    | •       |          | 1        |       |             |                |                 |                   | Enrol @ i       | LTMS                |                 |                |                            |                   |           |
| E-Learning Sector-Specific Screening Guide (SSSG)  |      |             |                  |    | •       |          | 1        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Family & Adult Support Tool (FAST) - User (Synchronous & Ascynchronous)  |      |             |                  | •  |         |          | 14       | 21-22 | 22-23       | 25-26          | 21-22           | 18-19             | 15-16           | 6-7                 | 3-4             | 1-2            | 19-20                      | 10-11             | 10-11     |
| Family-based Casework Training for Family Service Centres (Classroom Training)   |      |             |                  | •  |         |          | 24       |       |             |                |                 | ease email socia  |                 |                     | y se to enquire |                |                            |                   |           |
| [E-Learning] Family-based Casework Training for Family Service Centres (Mobile E-Learning)   | • •  |             |                  |    | •       |          | 3        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| (E-Learning) Structured Decision Making – Vulnerable Adult Screening Guide   | ۰.   |             |                  |    |         |          | 2        |       |             |                |                 |                   | Enrol @ i       | ILTMS               |                 |                |                            |                   |           |
| In the second seco | + .  | .           |                  |    | •       |          | 3        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Protective Behaviours for Children – a Preventive Intervention against Abuse   |      |             |                  |    |         |          |          |       |             |                |                 | 1                 |                 | 6-7.0ct             |                 |                |                            | 2-3 Feb           |           |
| Management of Family Violence: Intervention in Family Violence Cases   |      |             | 1.               |    |         |          | 55       |       |             | Please         | visit course II | RL for full sched | fule or email   |                     | institute@ncs   | s goy sg to ei | oquire                     | 13100             |           |
| Management of Family Violence: Introduction (Synchronous E-learning)   | •••  |             |                  |    |         |          | 21       |       |             |                |                 |                   | T T             |                     | 1               |                |                            |                   |           |
| Management of Family Violence: Organisational Approaches to Child Safe Practices for Centre and Team Leads   |      |             |                  | •  |         |          | 12.5     |       |             |                |                 | 1                 |                 |                     |                 |                |                            |                   |           |
| Management of Family Violence: Organisational Approaches to Child Safe Practices for Frontline Staff   | 1    |             |                  | •  |         |          | 7        |       |             |                | PI              | ease email socia  | alserviceinstit | ute@ncss.go         | v.sg to enquire | e              |                            |                   |           |
| Management of Family Violence: Supporting Clients in their Trauma Recovery (Synchronous E-learning)  |      | .++         |                  |    |         |          | 14       |       | 1           |                |                 | 1                 | 2-3             |                     | T               | 1              | 1                          | 3-4               |           |
| Management of Family Violence: Talking to Children and Managing Abuse-Related Disclosure (Synchronous E-learning)  |      |             | 1.1              | -  |         |          | 14       |       |             | 30 Jun - 1 Jul |                 |                   |                 |                     |                 |                | 28-29 Jan                  |                   |           |
| Management of Family Violence: Understanding Mental Health and Vulnerable Adult Issues in Protection Work  |      |             |                  | •  |         |          | 43       |       |             | 507011 1701    |                 |                   |                 |                     |                 |                | 10 10 10                   |                   |           |
| Management of Family Violence: Management of Family Violence: Management of Elder Abuse and Neglect  | • •  |             |                  |    |         |          | 21       |       |             |                |                 |                   |                 |                     |                 |                | 1                          |                   |           |
| Management of Family Violence: Supervision of Staff in Family Violence Work  |      |             |                  |    |         |          | 15       |       |             |                | PI              | ease email socia  | alserviceinstit | ute@ncss.co         | y se to enquire | e              |                            |                   |           |
| Management of Family Violence: Understanding Sexual Abuse  | 1.1. |             |                  |    |         |          | 14       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Mentoring and Coaching Youths Effectively (Classroom & Asynchronous)   | tt.  |             | 1.1              | -  | •       |          | 18       |       |             |                |                 |                   |                 | r                   | 6-7 Nov         | r              | 1                          |                   | 1         |
| Safety Planning and Monitoring - A 5.5-Step Model  | 1    |             | 1.               |    |         |          | 10       |       |             |                |                 |                   |                 |                     | 0 7 107         |                |                            |                   |           |
| Inhale Insight: Understanding Youth Vaping   | ť    | ++          | 11               | -  |         |          | 14       |       |             |                |                 | Compliment        | ary elearning   | Onen throu          | eh out EV       |                | 1                          |                   |           |
|  |      | ++          |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Training Network Model (TNM) 2.0   | 1 2  | 2 3 4       | 4 C              | BE | (Async) | E (Sync) | Hours    | Apr   | May         | Jun            | Jul             | Aug               | Sep             | Oct                 | Nov             | Dec            | Jan                        | Feb               | Mar       |
| Applying Theory of Change and Logic Model in Programme Planning (Classroom and Asynchronous E-learning) - by SHINE Children  |      | ++          |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| and Youth Services   | •••  | • •         |                  | •  |         |          | 8        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Building Rapport with and Creating Supportive Environment for Children (Classroom and Asynchronous E-learning) - by SHINE  | ++   | ++          | ++               | -  |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Children and Youth Services  | •••  | • •         |                  | •  |         |          | 8        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Developing Readiness and Positive Toileting Behaviour of Children with Special Needs - by Rainbow Centre   | •••  | • •         |                  | •  |         |          | 8        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Facilitate Group Work Intervention - by SHINE Children and Youth Services  |      |             |                  | •  |         |          | 18       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
|  |      |             |                  |    |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Individualised Education Planning for children with SEN (Classroom, Synchronous & Asynchronous E-learning) - by DAS Academy  | 1.1. | 11          |                  | •  |         |          | 16       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Strategies on caring for Children with Mild Intellectual Disability (MID) - by APSN Limited  | 1.   | • •         |                  | •  |         |          | 17       |       |             |                | R               | efer to : https:/ | /www.ssi.gov    | .sg/training/       | tnm-courses/    |                |                            |                   |           |
| Supporting Children with Attentional and Hyperactivity Issues (Classroom, Synchronous & Asynchronous E-learning) - by DAS  | 1.   | $^{++}$     | 11               |    |         |          | 46       |       |             |                |                 |                   |                 | - 0                 | ,               |                |                            |                   |           |
|  | 1.1. | 11          |                  | •  |         |          | 16       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
|  |      | ++          | ++               | +  |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Academy  |      |             |                  |    |         |          | 14       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
|  | •••  | • •         |                  | •  |         |          | 14       |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Academiy<br>Supporting Students with Special Education Needs Through Collaborative Approach using Sensory Play (Classroom and<br>Asynchronous E-learning) - by APSN Limited  | •••  | +-          | +                | •  |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Academy<br>Saporting Subacht with Special Education Needs Through Collaborative Approach using Sensory Rey (Classroom and<br>Asynchronous E-kearing) - by APSN Limited<br>Understanding & Supporting Children with Learning & Bethavioural needs (Classroom and Asynchronous E-learning) - by SHINE  | · ·  | •           | $\left  \right $ | •  |         |          | 8        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| Academy<br>Academy Sudents with Special Education Needs Through Collaborative Approach using Sensory Play [Classroom and<br>Approchronous E-barning]: - by ABN Limited<br>Juncetratefung & poorting Children with Learning & behavioural needs (Classroom and Approximous E-barning) - by SHNE,<br>Children and Youth Services   | •••  | · ·         |                  | •  |         |          | 8        |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |
| rcademy<br>apporting Students with Special Education Needs Through Collaborative Approach using Sensory Ray (Classroom and<br>synchronous E-learning) - by 2495 Limited<br>Inderstanding & supporting Chattero with Learning & behavioural needs (Classroom and Asynchronous E-learning) - by 3404.  | •••  |             |                  | •  |         |          |          |       |             |                |                 |                   |                 |                     |                 |                |                            |                   |           |

Short Courses

| CROSS SECTOR   | 4.       | lines - |     | Moder                 |           | D                 |     |           |      |              | 2025              |                |               |   |     |                  | 2026        |              |
|--|----------|---------|-----|-----------------------|-----------|-------------------|-----|-----------|------|--------------|-------------------|----------------|---------------|---|-----|------------------|-------------|--------------|
| Course Title<br>Environmental Systems & Social Policies  | 1        | a a     |     | Modali<br>B E (Async) | E (Sume)  | Duration<br>Hours | Apr | May       | lun  | Int          | 2025<br>Aug       | Sep            | Oct           | Nov                                     | Dec | Jan              | 2026<br>Feb | Mar          |
| Cultural Competency: Engaging with and Bridging across Differences   | •        | •       | •   | D E (AGYIIC           | E (SYIIC) | 14                | Арі | widy      | 3011 | 101          |                   | For Group Bo   | oking only    | INUV                                    | Dec | 3011             | reu         | Ivial        |
| May I Help You? Boleh Saya Bantu Anda? (Conversational Malay for Social Service Practitioners) (Synchronous E-learning)  |          | • • •   |     |                       | •         | 21                |     |           |      |              |                   |                |               |   |     | 20-22            |             |              |
| Understanding and Working with the Malay-Muslim Clients (Synchronous E-learning)   | •        | •       |     |                       | •         | 14                |     |           |      |              |                   |                |               |   |     |                  |             | <u> </u>     |
| Understanding the Social Service Sector  | •        | • • •   | -   | •                     |           | 7                 |     | 29-May-25 |      | 11-Jul-25    |                   | 29-Sep-25      |               |   |     |                  |             | <u> </u>     |
|  |          |         |     |                       |           |                   |     |           |      |              |                   |                |               |   |     |                  |             | 1            |
|  |          |         |     |                       |           |                   |     |           |      | Async: 11-   |                   |                |               |   |     |                  |             | 1            |
| Engage Stakeholders Effectively  | •        | • •     |     | •                     |           |                   |     |           |      | 16 Jul 2025; |                   |                |               |   |     |                  |             | 1            |
|  |          |         |     |                       |           |                   |     |           |      | Training: 10 |                   |                |               |   |     |                  |             | 1            |
|  |          |         |     |                       |           |                   |     |           |      | & 17 July 25 |                   |                |               |   |     |                  |             |              |
| Manage Stakeholders Effectively  | -        | • •     |     |                       |           |                   |     |           |      |              | 7, 12, 18, 19     |                |               |   | -   |                  |             | <u> </u>     |
| Research and Programme Evaluation  | 1        | 23      | 1 C | B E (Async)           | E (Sync)  | Hours<br>16.5     | Apr | May       | Jun  | Jul          | Aug               | Sep            | Oct           | Nov                                     | Dec | Jan              | Feb         | Mar          |
| Apply Research Findings and Trends Into Social Service Delivery<br>Evaluate Research Findings and Trends For Implications To Social Service Delivery   |          |         |     |                       |           | 16.5              |     |           |      |              |                   |                |               |   |     |                  |             | 1            |
|  | ++       | 11      | ++  |                       |           |                   |     |           |      |              | Async: 21 Aug     | 24- Training-  |               |   |     |                  |             |              |
| Develop a Social Service Programme (Classroom & Asynchronous)  |          | • •     |     | •                     |           | 24                |     |           |      |              | 4,5,19 & 2        |                |               |   |     |                  |             | 1            |
|  | ++       |         | ++  |                       |           |                   |     |           |      |              |                   |                |               | 20 Oct 25;                              |     |                  |             |              |
| Implement a Social Service Programme (Classroom & Asynchronous)  |          | • •     |     | •                     |           | 24                |     |           |      |              |                   |                |               | ,4,24 Nov 25                            |     |                  |             | 1            |
|  | _        |         | +   |                       |           |                   |     |           |      |              |                   |                | Truning. 3    | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, |     |                  |             | <u> </u>     |
|  |          |         |     |                       |           |                   |     |           |      |              |                   |                |               |   |     | 7,               |             | 1            |
| Evaluate a Social Service Programme (Classroom, Synchronous & Asynchronous)  |          |         | 11  | •                     | 1         | 18                |     |           |      | 1            |                   |                |               |   |     | 21,22,23,29 & 30 |             | 1            |
|  | +        | ++      | +   | _                     |           |                   | 1   |           |      | 1            |                   |                |               |   |     | a 30             |             | I            |
| Enhancing Effectiveness of Social Service Programmes   |          | • •     |     |                       |           | 26.5              |     |           |      |              |                   |                |               |   | -   |                  |             |              |
| Generic Intervention Techniques<br>Applying Self-Care Techniques for Social Service Professionals  | 11       | 4 3     | 1 C | B E (Async)           | E (Sync)  | Hours<br>15.5     | Apr | May       | Jun  | Jul          | Aug               | Sep<br>TBC     |               | Nov                                     | Dec | Jan              | Feb         | Mar          |
| Certificate in Para-Counselling  |          |         |     |                       |           | 53                |     |           |      |              | Refe              | r to CET Progr |               | 1)                                      |     |                  |             |              |
| Cognitive Behaviour Therapy: Introduction (Classroom)  |          |         | 1.  |                       | 1         | 14                | 1   |           |      |              |                   | 25 & 26        |               | 13 & 14                                 |     |                  |             |              |
| Cognitive behaviour Therapy: Intermediate  |          |         | •   |                       |           | 21                |     |           |      |              |                   | TBC            |               |   |     |                  |             |              |
| Counselling Skills and Practice: Introduction  |          |         |     |                       |           | 14                |     |           |      |              |                   | 2&3            |               |   |     |                  | 10 & 11     |              |
| Counselling Skills and Practice: Intermediate  |          |         |     |                       |           | 14                |     |           |      |              |                   |                |               |   |     |                  |             | 10 & 11      |
| Financial Planning for Low-Income Clients  | •        | • •     |     |                       | •         | 8                 |     |           |      |              |                   |                |               |   |     |                  |             | I            |
| Fundamentals in Developing Community Work Programme (NSWCF Foundational)   |          |         | •   |                       |           | 14                |     |           |      |              | 28 Jul 25;        | TBC            |               | ASTIN: 10                               |     |                  |             | MOVIE.       |
| Motivational Interviewing: An Introduction for Social Service Practitioners (Classroom & Asynchronous E-learning)  | •        |         | + + | •                     |           |                   |     |           |      | Async:       | 28 JUI 25;        |                |               |   |     |                  |             | <u> </u>     |
| Promote Diversity and Inclusion in Social Work (Classroom & Asynchronous E-learning)<br>Provide Support to Social Service Staff in Managing Stress and Burnout (Classroom and Synchronous e-learning)  | -+       |         |     |                       |           | 16.75             |     |           |      |              |                   |                |               |   |     |                  |             | <del> </del> |
| Resilience and Self-care for Social Service Professionals  | <b>.</b> |         | 1.  | •                     |           | 14                |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Understanding and Supporting People in Journey of Loss and Grief (Synchronous E-learning)  |          | • •     |     |                       | •         | 14                |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Identify Learning Needs for Personal and Professional Development (Classroom, Synchronous & Asynchronous)  |          |         |     |                       |           | 17                |     |           |      |              |                   |                |               |   |     | 07-Jun           |             |              |
| Implement Emergency Response and Crisis Management Plans (Classroom, Synchronous & Asynchronous)   |          |         |     |                       |           | 17                |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Inclusive Training Series: Understanding and Working with People in Diverse Groups   |          |         |     |                       |           | 22                |     |           |      | 28-30        | 20-22             | 17-19          | 8-10          | 26-28                                   |     | 19-21            | TBC         | 2-4          |
| Understanding and Supporting People in Journey of Loss and Grief   | •        | •••     | •   |                       |           | 14                |     |           |      |              |                   |                |               | 10-11                                   |     |                  |             | L            |
| Understanding and Working with the Malay-Muslim Clients  | -        |         |     | B E (Async)           | •         | 14                |     |           |      |              |                   |                |               |   | -   | 13-14            |             |              |
| Case Work & Case Management<br>Develop An Effective Case Management Plan (Classroom and Asynchronous)  | 1        | 23      | 1 C | B E (Async)           | E (Sync)  | Hours<br>15       | Apr | May       | Jun  | Jul          | Aug<br>5-6        | Sep            | Oct           | Nov                                     | Dec | Jan              | Feb         | Mar          |
| Develop an Individualised Care Plan  |          |         |     |                       |           | 15                |     |           |      |              | 5-0               |                |               |   |     |                  |             | <u> </u>     |
| Effective Casework Intervention: Adapt Theories and Techniques for Casework Outcomes   |          |         |     | •                     |           | 19.75             |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Effective Casework Management: Adapt Evaluation Frameworks for Casework Outcomes   |          | •       |     | •                     |           | 16.75             |     |           |      |              |                   |                |               |   |     |                  |             |              |
| How to Critically Evaluate Casework Practice (Classroom & Asynchronous)  |          |         |     |                       |           | 16.5              |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Leading An Effective Case Management Team (Classroom and Asynchronous)   |          | •       |     |                       |           | 15                |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Support Development of Case and Care Plans   | -        | •       |     | •                     |           | 15                |     |           |      |              |                   |                |               |   |     |                  |             | L            |
| Supervision<br>Effective Practice Supervision for Social Work Supervisors  | 1        | 23.     | 1 C | B E (Async)           | E (Sync)  | Hours<br>14.25    | Apr | May       | Jun  | Jul          | Aug               | Sep            | Oct           | Nov                                     | Dec | Jan              | Feb         | Mar          |
| Effective Practice Supervision for Social Work Supervisors Supervise Collaborative Practices Across Disciplines and Sectors  |          | 1       |     |                       | 1         | 14.25             | 1   | t         |      | +            |                   | <u> </u>       | +             | I                                       |     |                  |             | <u> </u>     |
| Supervise Collaborative Practices Across Disciplines and Sectors<br>Supervise Effectively with Fieldwork Education Concepts and Tools  | ++       | ÷       | 1:1 | +                     | 1         | 14                | 1   |           |      | -            | 14.8.15           | -              | -             | 1                                       |     | 1                |             | <u> </u>     |
| Training Network Model (TNM) 2.0   |          |         |     | B E (Async)           | E (Sype)  | Hours             | Apr | Mav       | Jun  | Jul          | Aug               | Sep            | Oct           | Nov                                     | Dec | Jan              | Feb         | Mar          |
| Application of Mixed Methods Research in Social Service (Synchronous and Asynchronous E-learning) - by Academy of Human  |          |         |     |                       |           |                   |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Development Pte Ltd  |          |         |     | •                     |           | 8                 | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Basics of Literacy Support for Children with SEN (Classroom, Synchronous & Asynchronous E-learning) - by DAS Academy   | 1.       | • •     |     | •                     |           | 24                | ]   |           |      |              |                   |                |               |   |     |                  |             |              |
|  |          |         | П   |                       | 1         |                   | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Conducting Effective Programme Evaluation for SSAs (Classroom, Synchronous & Asynchronous E-learning) - by DAS Academy   |          |         |     | -                     |           | 24                | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Educational Psychology for Special Education (Classroom, Synchronous and Asynchronous E-learning) - by DAS Academy   |          | • •     |     |                       |           | 16                | -   |           |      |              |                   |                |               |   |     |                  |             |              |
| Executive Function Skills for Children with SEN (Classroom, Synchronous & Asynchronous E-learning) - by DAS Academy  |          | • •     | +   | •                     | <u> </u>  | 16                | -   |           |      |              |                   |                |               |   |     |                  |             |              |
| Onboarding for New Social Service Supervisors (Classroom and Asynchronous E-learning) - by SHINE Children and Youth Service  | •        | • •     | 11  | •                     | 1         | 18.5              | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Undoarding for New Social Service Supervisors (Llassroom and Asynchronous E-learning) - by Shine Children and Youth Service<br>Planning Literacy Lessons for Children with Special Educational Needs (SEN) (Classroom, Synchronous and Asynchronous E- |          | ++      | +   | +                     | 1         | 10.3              | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Paining citeracy cessors for children with special Educational Needs (SEN) (classioon), synchronous and Asynchronous E-<br>learning) - by DAS Academy  | •        | • •     | 11  | •                     | 1         | 24                | 1   |           |      | F            | efer to : https:, | //www.ssi.gov  | .sg/training/ | tnm-courses/                            |     |                  |             |              |
|  |          | • •     |     |                       |           |                   |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Practical Counselling (Intermediate) (Classroom and Synchronous E-learning) - by Academy of Human Development Pte Ltd  | 1.       |         |     | •                     |           | 23                |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Programme Theory of Change and Logic Model: Uncovering the Blackbox of Social Programmes (Classroom and Synchronous E-   | 1.       |         | ΙT  |                       | 1         |                   | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| learning) - by Academy of Human Development Pte Ltd  | _        | -       |     | -                     |           | 15                | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
|  |          | • •     | 11  | •                     | 1         |                   | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Solution-Focused Brief Therapy Practice (Classroom and Synchronous E-learning) - by Academy of Human Development Pte Ltd   | _        | _       | +   | +                     | <u> </u>  | 23                | -   |           |      |              |                   |                |               |   |     |                  |             |              |
| Supporting the mental well-being of adolescents with intellectual disability (ID) (Classroom, Synchronous E-learning) - by APSN.<br>Limited  | •        | • •     | 11  | •                     | 1         | 13.25             | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Linikeu  |          | ++      | ++  | +                     | 1         | 15.25             | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
| Workplace Literacy (WPL) to Persons with Mild Intellectual Disability (Classroom and Asynchronous E-learning) - by APSN Limited  | •        | • •     | 11  | •                     | 1         | 14                | 1   |           |      |              |                   |                |               |   |     |                  |             |              |
|  |          |         |     |                       | •         |                   | •   |           |      |              |                   |                |               |   |     |                  |             |              |
| DISABILITY   |          |         |     |                       |           |                   |     |           |      |              |                   |                |               |   |     |                  |             |              |
| Course Title   | Auc      | lience' |     | Modali                | ty        | Duration          |     | _         |      |              | 2025              | _              | _             | _                                       |     |                  | 2026        |              |
|  | 1.0      |         | 1 . | -                     |           |                   | -   |           |      |              |                   |                |               |   | -   | -                |             | _            |

| Course Title  | Auc | lience |     |   | Modalit   | Y        | Duration |     |     |     |                    | 2025                      |     |     |     |     |     | 2026 |     |
|---|-----|--------|-----|---|-----------|----------|----------|-----|-----|-----|--------------------|---------------------------|-----|-----|-----|-----|-----|------|-----|
| Adult Disbility   | 1   | 2 3    | 4 C | B | E (ASync) | E (Sync) | Hours    | Apr | May | Jun | Jul                | Aug                       | Sep | Oct | Nov | Dec | Jan | Feb  | Mar |
| Independent Travel Training for Professionals Supporting Persons with Disabilities  | Ľ   | ·      |     | • |           |          | 21       |     |     |     | 23 to 25 July 2025 |                           |     |     |     |     |     |      | 1   |
| Managing Sexuality Issues of Adults with Intellectual Disabilities (Synchronous E-learning)                                   |     | •      |     |   |           | •        | 14       |     |     |     |                    |                           |     |     |     |     |     |      |     |
| Introduction to Care for Adults with Developmental Disabilities presenting with Behavioural Problems and Mental Health Issues |     |        | ·   |   |           |          | 21       |     |     |     |                    | 27 to 29 August<br>2025   |     |     |     |     |     |      | 1   |
| Unpacking Singapore's Disability Sector   |     |        |     |   |           |          |          |     |     |     |                    |                           |     |     |     |     |     |      |     |
| Working with Persons with Autism  | •   | • •    |     | ٠ |           |          | 17.5     |     |     |     |                    | 17 July to 12<br>Sep 2025 |     |     |     |     |     |      | 1   |
| WSQ Principles and Practices of Early Intervention for Children with Special Needs - Module 1                                 | •   | •      |     | • |           |          | 16.5     |     |     |     |                    |                           |     |     |     |     |     |      |     |
| WSQ Principles and Practices of Early Intervention for Children with Special Needs - Module 2 (New)                           | •   | •      |     | • |           |          | 15       |     |     |     |                    |                           |     |     |     |     |     |      | i   |
| Early Intervention Course   | 1   | 2 3    | 4 C | в | E (ASync) | E (Sync) | Hours    | Apr | May | Jun | Jul                | Aug                       | Sep | Oct | Nov | Dec | Jan | Feb  | Mar |
| Conduct Meaningful Observation and Documentation in Early Intervention  |     |        |     |   | •         |          | 1        |     |     |     |                    |                           |     |     |     |     |     |      | i   |

|  | 1.1   | r r                                     |                                 | 1                                     | -   |   | i   | i.    |                          | i.              |  | 1  |                            |                            |               |                           |                            | i.  |
|--|---|---|---------------------------------|---------------------------------------|---|---|-----|-------|--------------------------|-----------------|--|--|----------------------------|----------------------------|---------------|---------------------------|----------------------------|-----|
| Early Intervention Principles, Practices & Intervention Introduction to Reflective and Reflexive Practices   |   |   |                                 |                                       |   | 1   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Use of Client Assessment Form-Revised for Adult Disability Services e-Learning   | •   | •                                       |                                 | •                                     |   | 3 (T+A)   |     |       | 9 June to 7<br>July 2025 |                 | 21 August to 17<br>Sep 2025  |  |                            | 3 Nov to 1<br>Dec 2025     |               | 12 Jan 2026<br>to 9 Feb   |                            |     |
|  |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               | 2026                      |                            |     |
| Training Network Model (TNM) 2.0<br>Adapting Programmes for Persons with Disabilities (Classroom) - by Rainbow Centre  | 1 2   | •                                       | C B                             | E (Asyn                               | E (Sync)  | Hours<br>8  | Apr | May   | Jun                      | lut             | Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Mar |
| Applying Basic Positive Behavioural Support Strategies to Meet Diverse Needs (Level 1) (Classroom) - by Rainbow Centre   | •••   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Applying Positive Behavioural Support Strategies for Persons with Complex Needs (Level 2) (Classroom) - by Rainbow Centre  |   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Applying Strategies for Engaging and Teaching Persons with Learning Disabilities - by Rainbow Centre<br>Enhancing work outcome together for Person with Mild Intellectual Disability (MID) (Classroom and Asynchronous E-learning) - br  | ••••  | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| APSN Limited   |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Facilitating Communication, Language and Social Skills Development Using A Multi-modal Approach with AAC (Classroom) - by<br>Rainbow Centre  |   | •                                       | -                               |                                       |   | 8   |     |       |                          | F               | Refer to : https:/   | //www.ssi.gov  | .sg/training/              | nm-courses/                |               |                           |                            |     |
| Intellectual Disability: Person-Centred Lifespan Support (Classroom and Asynchronous E-learning) - by APSN Limited   | ••  | •                                       |                                 |                                       |   | 15  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Interacting and Working with Persons with Disabilities (Classroom) - by Rainbow Centre<br>Interpreting Disability in Social Work Practice - by Rainbow Centre  |   | :                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Interpreting Quality of Life for Persons with Disabilities - by Rainbow Centre   | • •   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Nurturing Healthy Sexual Development in Persons with Developmental Disabilities (Classroom) - by Rainbow Centre<br>Understanding the Needs of Persons with Disabilities (Classroom) - by Rainbow Centre  |   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Working Collaboratively with Families: Understanding and Communicating with Families of Persons with Disabilities (Classroom) -<br>by Rainbow Centre   | • • •   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
|  | <u>+</u> ++   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| ELDERCARE  | Acad  | and the                                 |                                 | Mode                                  | Et  | Describer   |     |       |                          |                 | 2025   |  |                            |                            |               |                           | 2026                       |     |
| Course Title<br>Engagement   | 1 2   | 3 4                                     | CB                              | E (Asyn                               | :) E (Sync)                                       | Hours   | Apr | May   | Jun                      | Jul             | Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Mar |
| Counselling for Seniors<br>Introduction to Art Therapy for Seniors (Mandarin) (Synchronous E-learning)老年人艺术治疗:初级   |   |   | •                               |                                       |   | 14<br>14  |     |       |                          |                 |  |  |                            |                            |               |                           |                            | -   |
| Support Seniors to Meet Their Physical, Emotional, Psychological, Cognitive and Spiritual Needs  | Į.  |   | •                               |                                       |   | 16  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Intervention & Treatment<br>Practising Person-Centred Care Approach (Synchronous E-learning)   | 1 2   | 34                                      | C B                             | E (Asyn                               | E (Sync)  | Hours<br>14   | Apr | May   | Jun                      | Jul             | Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Ma  |
| Using Activities in Therapy with Seniors   | ŀŀ  | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Using Creative Arts in Therapy : Understanding and Programme Planning for Work with Seniors - Social Service Institute<br>Case Management for Seniors Using Action Learning Approach   | •   |   | ÷                               |                                       |   | 17.5<br>14  |     |       |                          |                 |  |  |                            |                            |               |                           |                            | L   |
| Training Network Model (TNM) 2.0   | 1 2   | 34                                      | CB                              | E (Asyn                               | c) E (Sync)                                       | Hours   | Apr | May   | Jun                      | lut             | Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Ma  |
| A Spotlight on Dementia (Classroom and Asynchronous E-learning) - by The Salvation Army Peacehaven   | f:l'  | Ľ.                                      | H                               | 1                                     |   | 8   | 1   |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| A Spotlight on the Palliative Care Approach (Classroom and Asynchronous E-learning) - by The Salvation Army Peacehaven<br>Dementia: Practising Person-Centred Care (Intermediate Level) (Classroom and Asynchronous E-learning) - by The Salvation Army  | H.  | 11                                      | H.                              |                                       | +   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Peacehaven   | • • •   | •                                       | •                               |                                       |   | 64.5  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Dementia: The Essentials of Person-Centred Care (Basic Level) (Classroom and Asynchronous E-learning) - by The Salvation Army<br>Peacehaven  | 1.6   | $\left  \cdot \right ^{-}$              | 1.                              |                                       |   | 44.5  |     |       |                          | F               | Refer to : https:,   | //www.ssi.gov  | .sg/training/              | nm-courses/                |               |                           |                            |     |
| Leadership and Management for Community Care Services (Classroom and Asynchronous E-learning) - by The Salvation Army  | 1.  | 1.                                      | H.                              | 1                                     |   |   | 1   |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Peacehaven<br>Leadership and Management for Dementia Care Services (Classroom and Asynchronous E-learning) - by The Salvation Army   | ŦF  | FI-                                     | H                               |                                       |   | 24.5  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Peacehaven   | •••   | •                                       | •                               |                                       |   | 24.5  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| The Palliative Care Approach (Basic Level) (Classroom and Asynchronous E-learning - by The Salvation Army Peacehaven   | •••   | •                                       | •                               |                                       |   | 44.5  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| MENTAL HEALTH  |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Course Title Intervention & Treatment  | Audi<br>1 2   | ance*                                   | CB                              | Moda<br>E (Asyn                       | E (Sync)  | Duration<br>Hours   | Apr | May   | Jun                      | Jul             | 2025<br>Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | 2026<br>Feb                | Ma  |
| Applied Suicide Intervention Skills Training (ASIST)   | •   | •••                                     | •                               |                                       | -, - (-,,   | 14  | ·   | 20-21 | 16-17                    | 2-3             |  | 10-11  |                            |                            | 15-16         | 12-13                     | 5-6                        | 2-3 |
| E.M.B.R.A.C.E Mental Health Foundations of Psycho-Social Rehabilitation and Recovery   |   |   | •                               |                                       | •   | 14<br>14  |     |       |                          | PI              | 20-21  | alserviceinstit  | ute@ncss.gov               | .sg to enquire             |               |                           |                            | T   |
| Introduction to Trends and Approaches for Youth Mental Health  |   |   | . •                             | E (Asyn                               |   | 15  |     |       |                          |                 |  |  | 1-3                        |                            |               | 14-15                     |                            |     |
| Skills-Based Psychiatric Rehabilitation Training Network Model (TNM) 2.0   | 1 2   | 3 4                                     | C B                             | E (Asyn                               | E (Sync)  | 22<br>Hours   | Apr | May   | Jun                      | Jul             | Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Ma  |
| Managing Suicide Crisis Over Phone (Classroom and Asynchronous E-learning) - by Samaritans of Singapore (SOS)<br>Managing Suicide Crisis Over Text-based Platforms (Synchronous and Asynchronous E-learning) - by Samaritans of Singapore  | •••   | •                                       | <b>.</b>                        |                                       |   | 16  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| (SOS)  | •••   | •                                       | •                               |                                       |   | 13  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Providing Emotional Support to Persons with Potential Suicidality (Classroom and Asynchronous E-learning) - by Samaritans of<br>Singapore (SOS)  |   | •                                       | •                               |                                       |   | 20  |     |       |                          | F               | Refer to : https:,   | //www.ssi.gov  | .sg/training/              | nm-courses/                |               |                           |                            |     |
| Suicide Intervention Skills Workshop (Classroom and Asynchronous E-learning) - by Samaritans of Singapore (SOS)  | • •   | •                                       |                                 |                                       |   | 17  |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Suicide Loss: post-crisis management (Level 1) (Classroom and Asynchronous E-learning) - by Samaritans of Singapore (SOS)<br>Suicide Loss: post-crisis management (Level 2) (Classroom and Asynchronous E-learning) - by Samaritans of Singapore (SOS)   |   | •                                       |                                 |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
|  |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| VOLUNTEER DEVELOPMENT & MANAGEMENT<br>Course Title   | Audi  | ence*                                   |                                 | Moda                                  | lity  | Duration  |     |       |                          |                 | 2025   |  |                            |                            |               |                           | 2026                       |     |
| Volunter Development   | 1 2   | 3 4                                     | CB                              | E (Asyn                               | E (Sync)  | Hours   | Apr | Мау   | Jun                      | Jul             | Aug  | Sep<br>Enrol @   | Oct                        | Nov                        | Dec           | Jan                       | Feb                        | Ma  |
| [E-Learning] Befriending 101 (For Volunteers)<br>Volunteer Management  | 1 2   | 3 4                                     | C B                             | E (Asyn                               | c) E (Sync)                                       | 7<br>Hours  | Apr | May   | Jun                      | Jul             | Aug  | Enrol @<br>Sep   |                            | Nov                        | Dec           | Jan                       | Feb                        | Ma  |
| Design & Develop: Crafting Volunteers Roles for Maximum Impact   | T   |   | ÷                               |                                       |   | 8   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Plan & Strategise: Enhancing Volunteer Engagement<br>Volunteer Management Practices: Connect, Engage, Develop  | 1.  | H.                                      | Ľ.                              |                                       |   | 23  |     |       |                          | 1               |  |  |                            |                            |               |                           |                            |     |
| Volunteer Management 101 (e-learning)<br>[E-Learning] Volunteer Continuity Planning  | +   | 1:1-                                    | H                               | •                                     | +   | 7   |     |       |                          |                 |  | Enrol @<br>Enrol @   | IL I'MS<br>ILTMS           |                            |               |                           |                            |     |
| IE-Learning Volunteer Role Redesign  | 1.  | :                                       |                                 |                                       | 1   |   |     |       |                          |                 |  | Enrol @  |                            |                            |               |                           |                            |     |
| BOARD DEVELOPMENT  |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
| Course Title   | Audi  | ience*                                  |                                 | Moda                                  | lity  | Duration  |     |       |                          |                 | 2025   |  |                            |                            |               |                           | 2026                       |     |
| Governance for Organisations<br>[Refreshed] Singapore Governance for Outstanding Organisation Directors (SGOOD)  |   |   |                                 |                                       | E (Sync)  | Hours   | Apr | May   | Jun                      | Jul             |  | Sep  |                            |                            |               |                           | Feb                        | Ma  |
| PART 1 [e-learning] 10 Module e-learning Course  |   | •                                       |                                 | •                                     |   | 15  |     |       |                          | Contract of C   | e-lea  | rning is open  | for registratio            | n and comple               | tion from Jul | 2025 to Jun 20            | 026                        |     |
| PART 2 [In-person] Facilitated Learning Day<br>PART 3 [In-person]: Regulator Panel   | ++  | :                                       | :                               |                                       | +   | 8   |     |       |                          | racilitated In- | Person Learning<br>Regulator Pa                                    | suay held in h<br>nel to be held                               | ov 2025 and<br>in May 2026 | mar 2026 (Ch<br>(Optional) | oose 1 date)  |                           |                            |     |
|  |   |   |                                 |                                       | *   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
|  |   |   |                                 |                                       |   |   |     |       |                          |                 |  |  |                            |                            |               |                           |                            |     |
|  | Aure  | ence*                                   |                                 | Mode                                  | lity  | Duration  |     |       |                          |                 | 2025   | _  |                            |                            |               |                           | 2026                       |     |
| LEADERSHIP<br>Counse Tale<br>Coundational Leadership   | Audi<br>1 2   |   |                                 |                                       | lity<br>:) E (Sync)                               |   | Apr | Мау   | Jun                      | Jul             | 2025<br>Aug  | Sep  | Oct                        | Nov                        | Dec           | Jan                       | 2026<br>Feb                | M   |
| LEADERSHIP<br>Cound-files<br>cound-files Leadership<br>counding Self in Organizations  | Audi<br>1 2   | ance*                                   |                                 | Moda<br>E (Asyn                       | lity<br>c) E (Sync)                               | Duration<br>Hours<br>28<br>24   | Apr | Мау   | Jun                      | lut             | 2025<br>Aug<br>1,22<br>29  | Sep<br>5,26<br>5.19  | Oct                        | Nov                        | Dec           | Jan                       | 2026<br>Feb                | M   |
| LEADERSHIP Counted Time Counted Counted Time | Audi<br>1 2   |   |                                 |                                       | lity<br>c) E (Sync)                               | 28  | Apr | Мау   | Jun                      | lut             | 2025<br>Aug<br>1,22<br>29  | Sep<br>5,26<br>5,19  | Oct                        | Nov                        | Dec           | Jan                       | 2026<br>Feb                | M   |
| LEADERSHIP Gonzen Tae  | Audi<br>1 2   |   |                                 |                                       | iity<br>E (Sync)                                  | 28<br>24  | Apr | Мау   | Jun                      | lut             | 1,22<br>29   | Sep<br>5,26<br>5,19  | Oct                        | Nov                        | Dec           | Jan                       |                            | M   |
| LEADERSHIP Conner Tite Conner  | Audi<br>1 2<br>• •<br>• •   | ience*                                  | •<br>•<br>C B                   | •<br>Moda<br>E (Asyn                  | lity<br>E (Sync)<br>lity<br>C) E (Sync)           | 28<br>24<br>Duration<br>Hours   |     |       | Jun                      |                 | 1,22<br>29<br>2025<br>Aug  | 5,26<br>5,19<br>Sep  | Oct                        | Nov                        |               |                           | 2026<br>Feb<br>2026<br>Feb |     |
| LEADERSHIP Cleaner Tile Connel | Audi<br>1 2<br>• •<br>• •   | ience*                                  | •<br>•                          | Moda<br>E (Asyn                       | lity<br>c) E (Sync)                               | 28<br>24<br>Duration<br>Hours<br>5  | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment                            | 5,26<br>5,19<br>Sep<br>ary elearning                           | Oct<br>Open throug         | Nov<br>hout FY.            | Dec           | Jan                       | 2026<br>Feb                | M   |
| LEADERSHIP Counter Time Counter | Audi<br>1 2<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •  | ence* 3 4 . 3 4                         | св                              | Moda<br>E (Asyn                       | lity  | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8                                |     |       |                          |                 | 1,22<br>29<br>2025<br>Aug  | 5,26<br>5,19<br>Sep  | Oct                        | Nov                        |               | Jan<br>Jan                | 2026                       | M   |
| LEADERSHIP Control Table Control | Audi<br>1 2<br>• •<br>• •<br>• •<br>1 2<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>•   | ence* 3 4 • 3 4 • •                     | •<br>•<br>•                     | Moda<br>E (Asyn                       | lity<br>c) E (Sync)<br>c) E (Sync)                | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8<br>8                           | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment<br>Aug<br>24               | 5,26<br>5,19<br>Sep<br>tary elearning<br>Sep                   | Oct<br>Open throug<br>Oct  | Nov<br>hout FY.<br>Nov     | Dec           | Jan                       | 2026<br>Feb                | M   |
| LEADERSHIP Conner Tile Conner  | Audi<br>1 2<br>• •<br>• •<br>1 2<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>•  | ence* 3 4 • 3 4 • 3 4 • 3 4 • 3 4 • 3 4 | с в<br>с в                      | Moda<br>E (Asyn                       | lity<br>c) E (Sync)<br>c) E (Sync)                | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8<br>8<br>2<br>Hours             | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment<br>Aug<br>24               | 5,26<br>5,19<br>Sep<br>tary elearning<br>Sep<br>tary elearning | Oct<br>Open throug<br>Oct  | Nov<br>hout FY.<br>Nov     | Dec           | Jan<br>Jan                | 2026<br>Feb                | Ma  |
| LEADERSHIP Conner Tel  | Audi<br>1 2<br>• •<br>• •<br>1 2<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>• •<br>•  | ence* 3 4 • 3 4 • 3 4 • 3 4 • 3 4 • 3 4 | с в<br>с в                      | Moda<br>E (Asyn                       | lity<br>c) E (Sync)<br>c) E (Sync)                | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8<br>8<br>8<br>2                 | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment<br>Aug<br>24               | 5,26<br>5,19<br>Sep<br>tary elearning<br>Sep                   | Oct<br>Open throug<br>Oct  | Nov<br>hout FY.<br>Nov     | Dec           | Jan<br>Jan                | 2026<br>Feb                | Ma  |
| LEADERSHIP General Res General | Audi<br>1 2<br>• •<br>• •<br>1 2<br>• •<br>1 2<br>• •<br>•<br>1 2<br>• •<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>• | ence* 3 4 • 3 4 • 3 4 • 3 4 • 3 4       | •<br>•<br>•<br>•<br>•<br>•<br>• | Moda<br>E (Asyn<br>E (Asyn            | lity<br>:) E (Sync)<br>:) E (Sync)<br>:) E (Sync) | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8<br>8<br>2<br>Hours<br>14<br>14 | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment<br>Aug<br>24               | 5,26<br>5,19<br>Sep<br>tary elearning<br>Sep<br>tary elearning | Oct<br>Open throug<br>Oct  | Nov<br>hout FY.<br>Nov     | Dec           | Jan<br>Jan<br>16<br>19-20 | 2026<br>Feb                | Ma  |
| LEADERSHIP Control Tot Constant Constant Tot | Audi<br>1 2<br>• •<br>•<br>1 2<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•<br>•   | ence* 3 4 • 3 4 • 3 4 • 3 4 • 3 4       |                                 | Moda<br>E (Asyn<br>E (Asyn<br>E (Asyn | lity<br>c) E (Sync)<br>c) E (Sync)                | 28<br>24<br>Duration<br>Hours<br>5<br>Hours<br>8<br>8<br>2<br>Hours<br>14<br>14 | Apr | Мау   | Jun                      | lut             | 1,22<br>29<br>2025<br>Aug<br>Compliment<br>Aug<br>24<br>Compliment | 5,26<br>5,19<br>Sep<br>tary elearning<br>Sep<br>tary elearning | Oct<br>Open throug<br>Oct  | Nov<br>hout FY.<br>Nov     | Dec<br>Dec    | Jan<br>Jan<br>16<br>19-20 | 2026<br>Feb<br>Feb         | Mar |

Introduction to Occupational Health & Safety Management System (by Snapport Inst Legend for Modelity) C = Olassoom Learning B = Binded Learning (Acombination of 2 or more modalities - C, E(Async), E(Sync)] E (Async) = E-learning (Derythomous), Self Directed Learning E (Sync) = E-learning (Borchomous)

Please refer to: https://www.ssi.gov.sg/complimentary-courses/ for the full list of complimentary e-Learning courses offered by SSI.