****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**HEALTH SERVICES SUPPORT**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement Kenya’s development blue print and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Health sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a high-quality life to all its citizens by the year 2030”. Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy through life-long education and training. TVET has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Health Services Support SSAC, expert workers and all those who participated in the development of this curriculum.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.**

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGEMENT

This curriculum has been designed for competency-based training and has independent units of learning that allow the trainee flexibility in entry and exit. In developing the curriculum, significant involvement and support was received from various organizations.

I recognize with appreciation the role of the Health Service Support Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Health sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Health Services Support acquire competencies that will enable them to perform their work more efficiently.

**Dr. LAWRENCE GUANTAI M’ITONGA, PhD**

**COUNCIL SECRETARY/CEO**

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# ACRONYMS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CMCommon Competency

CR Core Competency

CU Curriculum

HE Health sector

ICT Information Communication Technology

NEMA National Environmental Management Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

OSHS Occupation Safety and Health Standards

HSS Health Services Support

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

MED/CU/HSS/BC/01/5/A

Industry or sector

Curriculum

Occupational area

Type of Unit

Competency number

Competency level

Version control

# COURSE OVERVIEW

Health Services Support qualification consists of competencies that an individual must achieve to provide services in the hospital departments, as well as provide services to patients in healthcare facilities, hospices and homes. It involves providing First Aid Services, applying medical-legal ethics, demonstrating knowledge of common diseases, demonstrating knowledge of organization of health facilities, applying medical terminologies, participating in infection prevention and control, performing hospital housekeeping procedures, performing outpatient and inpatient supportive services, performing mortuary techniques, supporting hospital store procedures, supporting hospital catering services and supporting hospital store procedures.

**Units of Learning**

This course consists of the following Basic, Common and Core units of learning:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor**  |
| MED/CU/HSS/BC/01/5/A | Communication skills | 25 | 2.5 |
| MED/CU/HSS/BC/02/5/A | Numeracy skills | 40 | 4 |
| MED/CU/HSS/BC/03/5/A | Digital literacy | 45 | 4.5 |
| MED/CU/HSS/BC/04/5/A | Employability skills | 70 | 7 |
| MED/CU/HSS/BC/05/5/A | Entrepreneurial skills | 50 | 5 |
| MED/CU/HSS/BC/06/5/A | Environmental literacy | 25 | 2.5 |
| MED/CU/HSS/BC/07/5/A | Occupational health and safety | 25 | 2.5 |
| **Total** | **280** | **28** |

**COMMON UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| MED/CU/HSS/CC/01/5/A | First Aid Services | 80 | 8 |
| MED/CU/HSS/CC/02/5/A | Medical-legal Ethics in HSS | 30 | 3 |
| MED/CU/HSS/CC/03/5/A | Common Diseases | 60 | 6 |
| MED/CU/HSS/CC/04/5/A | Organization of Health Facilities  | 30 | 3 |
| MED/CU/HSS/CC/05/5/A | Medical Terminologies in HSS | 30 | 3 |
| **Total** | **230** | **23** |

**Core** **Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor**  |
| MED/CU/HSS/CR/01/5/A | Infection Prevention and Control | 80 | 8 |
| MED/CU/HSS/CR/02/5/A | Hospital Housekeeping Procedures | 80 | 8 |
| MED/CU/HSS/CR/03/5/A | Outpatient and inpatient support services  | 120 | 12 |
| MED/CU/HSS/CR/04/5/A | Hospital Catering Services | 120 | 12 |
| MED/CU/HSS/CR/05/5/A | Mortuary Techniques  | 60 | 6 |
| MED/CU/HSS/CR/06/5/A | Supportive Store Procedures  | 100 | 10 |
|  | **Industrial attachment**  | 360 | 36 |
| **Total** | **920** | **92** |
| **Grand total**  | **1430** | **143** |

The total duration of the course for an average trainee is a minimum of 1430 hours which is equivalent to 36 weeks at 40 hours of learning per week which is inclusive of 1070 hours of theory teaching and 360 hours of clinical placement.

**Entry Requirements**

An individual entering this course should have any of the following minimum requirements:

a) Kenya Certificate of Secondary Education (KCSE) mean grade D Plain

**Or**

1. Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

**Industrial Attachment**

An individual enrolled in this course will be required to undergo an industrial attachment for a period of 3 months in a recognized hospital with an adequate bed capacity within the duration of training.

**Assessment**

The course will be assessed at two levels:

1. **Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.
2. **External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessor and verifiers are accredited by TVET CDACC which also coordinates external assessment.

**Certification**

An individual candidate will be awarded a Certificate of competence on demonstration of competence in a unit of competency. To be awarded National Certificate in Health Services Support Level 4, an individual must demonstrate competence in all the units of competency. These certificates will be awarded by TVET CDACC in conjunction with the training provider

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** MED/CU/HSS/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Meet communication needs of clients and colleagues
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
* Active listening
* Feedback
* Interpretation
* Flexibility in communication
 | * Interview
* Third party reports
* Written texts
 |
| 1. Contribute to the development of communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Written
* Observation
 |
| 1. Conduct interviews
 | * Types of interview
* Establishing rapport
* Facilitating resolution of issues
* Developing action plans
 | * Written
* Observation
 |
| 1. Facilitate group discussions
 | * Identification of communication needs
* Dynamics of groups
* Styles of group leadership
* Presentation of information
* Encouraging group members participation
* Evaluating group communication strategies
 | * Written
* Observation
 |
| 1. Represent the organization
 | * Presentation techniques
* Development of a presentation
* Multi-media utilization in presentation
* Communication skills relevant to client groups
 | * Observation
* Written
 |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

# NUMERACY SKILLS

**UNIT CODE:** MED/CU/HSS/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
 | * Interpretation of whole numbers, fractions, decimals, percentages and rates
* Calculations involving several steps
* Calculation with whole numbers and routine or familiar fractions, decimals and percentages
* Conversion between equivalent forms of fractions, decimals and percentages
* Application of order of operations to solve multi-step calculations
* Application of problem-solving strategies
* Making estimations to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task
* Use of formal and informal mathematical language and symbolism to communicate the result of a task
 | * Written
* Practical test
* Observation
 |
| 1. Estimate, measure and calculate with routine metric measurements for work
 | * Selection and interpretation of measurement information in workplace tasks and texts
* Identification and selection of routine measuring equipment
* Estimation and making measurements using correct units
* Estimation and calculation using routine measurements
* Performing conversions between routinely used metric units
* Using problem solving processes to undertake tasks
* Recording information using mathematical language and symbols
 | * Written
* Practical test
* Observation
 |
| 1. Use routine maps and plans for work
 | * Identification of features in routine maps and plans
* Symbols and keys used in routine maps and plans
* Identification and interpretation of orientation of map to North
* Demonstrate understanding of direction and location
* Apply simple scale to estimate length of objects, or distance to location or object
* Give and receive directions using both formal and informal language
 | * Written
* Practical test
* Observation
 |
| 1. Interpret, draw and construct 2D and 3D shapes for work
 | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations
* Explain the use and application of shapes
* Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes
* Identify common angles
* Estimate common angles in everyday objects
* Use formal and informal mathematical language to describe and compare common angles
* Use common geometric instruments to draw two dimensional shapes
* Construct routine three-dimensional objects from given nets
 |  • Written• Practical test• Observation |
| 1. Interpret routine tables, graphs and charts for work
 | * Identify routine tables, graphs and charts in predominately familiar texts and contexts
* Identify common types of graphs and their different uses
* Identify features of tables, graphs and charts
* Locate specific information
* Perform calculations to interpret information
* Explain how statistics can inform and persuade
* Identify misleading statistical information
* Discuss information relevant to the workplace
 | * Oral
* Written
* Practical test
* Observation
 |
| 1. Collect data and construct routine tables and graphs for work
 | * Identify features of common tables and graphs
* Identify uses of **different tables and graphs**
* Determine data and variables to be collected
* Determine audience
* Select a method to collect data
* Collect data
* Collate information in a table
* Determine suitable scale and axes
* Draft and draw graph to present information
* Check that data meets the expected results and context
* Report or discuss information using formal and informal mathematical language
 | * Written
* Practical test
* Observation
 |
| 1. Use basic functions of calculator
 | * Identify and use keys for basic functions on a calculator
* Calculate using whole numbers, money and routine decimals and percentages
* Calculate with routine fractions and percentages
* Apply order of operations to solve multi-step calculations
* Interpret display and record result
* Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task
* Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task
 | * Written
* Practical test
* Observation
 |

Suggested Methods of Instruction

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

# DIGITAL LITERACY

**UNIT CODE:** MED/CU/HSS/BC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify computer hardware and software
 | * Concepts of ICT
* Functions of ICT
* History of computers
* Components of a computer
* Classification of computers
 | * Written tests
* Oral presentation
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT
 | * Written tests
* Oral presentation
* Observation
* Project
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base design and manipulation
* Data manipulation, storage and retrieval
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Network configurations
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |
| 1. Apply desktop publishing in official assignments
 | * Concept of desktop publishing
* Opening publication window
* Identifying different tools and tool bars
* Determining page layout
* Opening, saving and closing files
* Drawing various shapes using DTP
* Using colour pellets to enhance a document
* Inserting text frames
* Importing and exporting text
* Object linking and embedding
* Designing of various publications
* Printing of various publications
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |
| 1. Prepare presentation packages
 | * Types of presentation packages
* Procedure of creating slides
* Formatting slides
* Presentation of slides
* Procedure for editing objects
 | * Oral questioning
* Observation
* Oral presentation
* Written report
* Project
 |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** MED/CU/HSS/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
	2. Demonstrate knowledge of entrepreneurship and self-employment
	3. Identify entrepreneurship opportunities
	4. Create entrepreneurial awareness
	5. Apply entrepreneurial motivation
	6. Develop innovative business strategies
	7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment
 | * Importance of self-employment
* Requirements for entry into self-employment
* Role of an Entrepreneur in business
* Contributions of Entrepreneurs to National development
* Entrepreneurship culture in Kenya
* Born or made entrepreneurs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Identify entrepreneurship opportunities
 | * Business ideas and opportunities
* Sources of business ideas
* Business life cycle
* Legal aspects of business
* Assessment of product demand
* Business environment
* Factors to consider when evaluating business environment
* Technology in business
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Create entrepreneurial awareness
 | * Forms of businesses
* Sources of business finance
* Factors in selecting source of business finance
* Governing policies on Small Scale Enterprises (SSEs)
* Problems of starting and operating SSEs
 | * Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Apply entrepreneurial motivation
 | * Internal and external motivation
* Motivational theories
* Self-assessment
* Entrepreneurial orientation
* Effective communications in entrepreneurship
* Principles of communication
* Entrepreneurial motivation
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop business innovative strategies
 | * Innovation in business
* Small business Strategic Plan
* Creativity in business development
* Linkages with other entrepreneurs
* ICT in business growth and development
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |
| 1. Develop Business Plan
 | * Business description
* Marketing plan
* Organizational/Management
* plan
* Production/operation plan
* Financial plan
* Executive summary
* Presentation of Business Plan
 | * Case studies
* Individual/group assignments
* Projects
* Written tests
* Oral questions
* Third party report
* Interviews
 |

**Suggested Methods of instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** MED/CU/HSS/BC/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness versus aggressiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate interpersonal communication
 | * Meaning of interpersonal communication
* Listening skills
* Types of audience
* Writing skills
* Reading skills
* Meaning of empathy
* Understanding customers’ needs
* Establishing communication networks
* Sharing information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Lead a small team
 | * Leadership qualities
* Team building
* Determination of team roles and objectives
* Team performance indicators
* Responsibilities in a team
* Forms of communication
* Complementing team activities
* Gender and gender mainstreaming
* Human rights
* Maintaining relationships
* Conflicts and conflict resolution
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Plan and organize work
 | * Functions of management
* Planning
* Organizing
* Time management
* Decision making process
* Task allocation
* Evaluating work activities
* Resource utilization
* Problem solving
* Collecting and organising information
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Maintain professional growth and development
 | * Opportunities for professional growth
* Assessing training needs
* Licenses and certifications for professional growth and development
* Pursuing personal and organizational goals
* Identifying work priorities
* Recognizing career advancement
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Generating new ideas
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate problem solving skills
 | * Problem identification
* Problem solving
* Application of problem-solving strategies
* Resolving customer concerns
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Interviewing
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Discussion
* Presentations
* Case studies
* Q&A

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors

# ENVIRONMENTAL LITERACY

**UNIT CODE:** MED/CU/HSS/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** |  **Content** | **Suggested Assessment Methods** |
| 1. Control environmental hazards
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written test
* Oral questions
* Observation
 |
| 1. Control environmental Pollution control
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written test
* Oral questions
* Observation
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written test
* Oral questions
* Observation
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written test
* Oral questions
* Observation
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written questions
* Oral questions
* Observation
 |
| 1. Implement specific environmental programs
 | * Community needs and expectations
* Resource availability
* 5 s of good housekeeping
* Identification of programs/Activities
* Setting of individual roles /responsibilities
* Resolving problems /constraints encountered
* Consultation with stakeholders
 | * Written questions
* Oral questions
* Observation
 |
| 1. Monitor activities on Environmental protection/Programs
 | * Periodic monitoring and Evaluation of activities
* Gathering feedback from stakeholders
* Analysing data gathered
* Documentation of recommendations and submission
* Setting of management support systems to sustain and enhance the program
* Monitoring and reporting of environmental incidents to concerned /proper authorities
 | * Oral questions
* Written tests
* Practical test
* Observation
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** MED/CU/HSS/BC/07/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Identify workplace hazards and risks
 | * Identification of hazards in the workplace and/or the indicators of their presence
* Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by
* Authorized personnel or agency
* Gathering of OHS issues and/or concerns raised
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented
* Appropriate risk controls based on result of OSH hazard evaluation is recommended
* Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH programs
 | * Providing information to work team about company OHS program, procedures and policies/guidelines
* Participating in implementation of OSH procedures and policies/ guidelines
* Training of team members and advice on OSH standards and procedures
* Implementation of procedures for maintaining OSH-related records
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety boots
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# COMMON UNTS OF LEARNING

# FIRST AID SERVICES

**UNIT CODE:** MED/CU/HSS/CC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Provide First Aid Services**

**Duration of Unit:** 80 hrs

**Unit Description**

This unit specifies the competencies required to provide first aid. It involves providing cardio- pulmonary resuscitation; managing choking, burns, scalds, trauma, nose bleeding, cuts, fractures, drowning, poisoning and snake bites. It also involves assisting patients with existing conditions such as asthma, epilepsy and diabetes.

**Summary of Learning Outcomes**

1. Assess the nature and extent of injury or illness
2. Provide first aid intervention
3. Evaluate first aid intervention
4. Wind-up first aid intervention

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Assess the nature and extent of injury or illness
 | * Principles of first aid
* Scene size up
* Assessment of nature and extent of injury and /or illness
* Sourcing for emergency services
* Decision making-triaging
* Requirements for first aid
 | ObservationWrittenOral PortfolioThird party reports |
| 1. Provide first aid intervention
 | * Performing cardio- pulmonary resuscitation;
* Management of:
* Choking,
* Burns and scalds,
* Trauma
* Nose bleeding,
* Cuts,
* Fractures,
* Drowning,
* Poisoning
* Snake bites
* Assisting patients with medical conditions such as:
* Asthma,
* Epilepsy
* Diabetes
* Effective communication on casualty’s condition
* Handing over casualty tomedical personnel
* Monitoring Casualty’s condition
 | ObservationWrittenOralThird party reports |
| 1. Evaluate first aid intervention
 | * Evaluating response of the casualty to the intervention
* Evaluating first aider’s response to the situation
 | WrittenOralObservationThird party reports  |
| 1. Wind-up first aid
 | * Documentation
* Waste management
* Report writing
 | OralObservationWrittenPortfolioThird party reports |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of Recommended Resources**

* Hospital policy
* Charts
* White boards
* Videos
* Selected audiovisual materials

# MEDICAL LEGAL ETHICS

**UNIT CODE:** MED/CU/HSS/CC/02/5/A

**Duration of unit:** 30 hours

**Relationship to Occupational Standards**

This unit standard specifies the competencies required to apply medical legal ethics in Health Support Services. It involves acquiring knowledge on the medical-legal and ethical issues; maintaining professional appearance and applying professional ethics

**Summary of Learning Outcomes**

1. Maintain professional appearance
2. Apply professional ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content**  | **Suggested Methods of Assessment** |
| 1. Maintain professional ethics
 | * Definition of medical legal issues, ethics, moral, and values
* Importance of understanding legal and ethical issues
* Key ethical issues in health
* Importance of professional ethics
* Roles and responsibilities of a HSSP
* Medical- legal and ethical issues in HSS.
* Medical legal guidelines
* Medical legal offencesrelated to HSS
* Medical -legalimplications
* Sources of law
* Laws relating labour
* Employment law and employment act
* Law of contracts
 | * Written
* Oral
* Observation
* Third party report
 |
| 1. Apply Professional Ethics
 | * Definition of professional ethics
* Components of professional ethics
* Honesty
* Trustworthiness
* Loyalty
* Respect for others
* Adherence to the law
* Doing good and avoiding harm to others
* Accountability
* Universal professional ethics
* Professional obligations
* Professional etiquette
* Professional conduct
* Documentation and patient information
* Patients’ rights
* Health care and organization protocol
 | * Written
* Oral
* Observation
* Third party report
 |

**Suggested Methods of Delivery:**

* Lectures
* Group Discussion

**List of Recommended Resources**

* Hospital policy
* Charts
* White boards
* Videos
* Selected audiovisual materials

# COMMON DISEASES

 **UNIT CODE:** MED/CU/HSS/CC/03/5/A

**Duration of unit**: 60 hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate the knowledge of common diseases. It involves demonstrating knowledge of organization of the human body, demonstrating the knowledge of communicable diseases, non-communicable diseases and management of common diseases

**Summary of Learning Outcomes**

1. Demonstrate knowledge of organization of the human body
2. Demonstrate the knowledge of communicable diseases
3. Demonstrate the knowledge of non-communicable diseases
4. Demonstrate the knowledge on management of common diseases

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate knowledge of organization of the human body
 | * Anatomical structures
* Anatomical position, planes and directions
* Body Organs
* Functions of the human body Organs
* Human cell structure components
* Human cell cycle
 | * Portfolio assessment
* Interview
* Cases studies/situation
* Practical
* Observation
* Written
 |
| 1. Demonstrate the knowledge of communicable diseases
 | * Communicable diseases
* Modes of transmission of communicable diseases
 | * Practical
* Observation
* Written
 |
| 1. Demonstrate the knowledge of non-communicable diseases
 | * Non-communicable diseases
* Risk factors of non-communicable diseases
 | * Practical
* Observation
* Written
 |
| 1. Demonstrate the knowledge on management of common diseases
 | * Control and Prevention measures of common diseases
* Basic management of common diseases
 | * Practical
* Observation
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of recommended resources**

|  |  |
| --- | --- |
|  |  |
| * Skills laboratory
* Computer
* Whiteboard
* Internet
* Whiteboard markers
 | * Books
* Projector
 |

# ORGANIZATION OF HEALTH FACILITIES

**UNIT CODE:** MED/CU/HSS/CC/04/5/A

**Duration of unit:** 30 hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate knowledge of organization of health facilities; it encompasses acquiring the knowledge of health facility set up, applying knowledge on organization of the hospital and demonstrating understanding of the roles of a health support service provider.

**Summary of Learning Outcomes**

1. Demonstrate the knowledge of a health facility set up
2. Apply knowledge on organization of the hospital
3. Demonstrates understanding of the roles of a health support service provider

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate the knowledge of a health facility set up
 | * Hospital departments
* Healthcare Management structure
* Hospital Management structure
* Service charter
* Hospital layout
 | * Written tests
* Oral presentation
* Observation
 |
| 1. Apply knowledge on organization of the hospital
 | * Functions of the various hospital
* Core services of a hospital
* Support services of a hospital
 | * Written tests
* Oral presentation
* Observation
* Project
 |
| 1. Demonstrates understanding of the roles of a health support service provider
 | * Roles and responsibilities of the health support service provider
 | * Oral questioning
* Observation
* Project
 |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

# APPLY MEDICAL TERMINOLOGY

**UNIT CODE:** MED/CU/HSS/CC/05/5/A

**Relationship to the Occupational Standards**

This unit addresses the unit of competency: Apply Medical Terminology

**Duration of Unit:** 30 hours

**UNIT DESCRIPTION**

This unit specifies the competencies required to apply Medical Terminology in communicating medical language, and in interacting and sharing information with medical professionals. It involves demonstrating understanding of medical terms, abbreviations and transcription, interpreting medical acronyms and abbreviation, interpreting medical terms associated with doctor’s notes, investigations results, diagnosis and medication, interpreting medical terms associated with human body systems and their disorders and meeting communication needs of clients and professionals.

**Summary of Learning Outcomes**

1. Demonstrate understanding of medical acronyms and abbreviation
2. Interpret medical acronyms and abbreviation
3. Interpret medical terms associated with human body systems and their disorders
4. Meet communication needs of clients

**Learning Outcome, Content and Suggested Assessment methods.**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome**  | **Content**  | **Suggested Assessment Methods**  |
| 1. Demonstrate understanding of medical acronyms and abbreviation
 | * Medical acronyms
* Medical abbreviations
* Medical terms
* Terms associated with drugs
 | * Written tests
* Oral presentations
* Demonstrations
* Oral questioning
 |
| 1. Interpret medical acronyms and abbreviation
 | * Prefixes
* Root words
* Suffixes
* Medical acronyms and abbreviations
 | * Written tests
* Oral presentations
* Demonstrations
* Oral questioning
 |
| 1. Interpret medical terms associated with human body systems and their disorders
 | * Medical terms associated with human body systems
* Medical terms associated with human body structure and disorders
* Interpretations of the medical terms
 | * Written tests
* Oral presentations
* Demonstrations
* Oral questioning
 |
| 1. Meet communication needs of clients
 | * Health information sharing need
* Health information is shared with clients as per instructions.
 | * Written tests
* Oral presentations
* Demonstrations
* Oral questions
 |

**Suggested delivery methods**

* Instructor led facilitation of theory
* Demonstrations by trainer
* Group discussions by trainees
* Viewing of related videos

**Recommended Resources**

* Medical terminology manuals
* Laptop computers
* Desktop computers
* Internet access
* Flash cards

# CORE UNITS OF LEARNING

# INFECTION PREVENTION AND CONTROL GUIDELINES AND PROCEDURES

**UNIT CODE:** MED/CU/HSS/CR/01/5/A

**Relationship to Occupational Standards**

**This unit addresses the unit of competency:** Apply infection prevention and control guidelines and procedures

**Duration of Unit: 80 hours**

This unit covers competencies required to participate in infection prevention and control. It involves competencies on wearing personal protective equipment; performing safety practices planning and preparing for sterilization; carrying out autoclaving procedure; storing hospital instruments, equipment and consumables and carrying out pest and rodent control. It also Manage hospital waste

**Summary of Learning Outcomes**

* + - 1. Wear personal protective equipment
			2. Perform safety practices
			3. Plan and prepare for sterilization
1. Carry out autoclaving procedure
2. Store instruments, equipment and consumables
3. Carry out pest and rodent control
4. Manage hospital waste

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Wear personal protective equipment
 | * Personal protective Equipment
* Hand washing procedure
* Maintaining hand hygiene
* Gloving and ungloving procedure
 | * Portfolio assessment
* Interview
* Case studies/situation
* Practical
* Observation
* Written
 |
| 1. Perform safety practices
 | * Deposal of sharp objects
* Types of hospital hazards
* Hospital waste
* Hospital waste segregation
* Universal safety precautions
 | * Practical
* Observation
* Written
 |
| 1. Plan and prepare for sterilization
 | * Autoclave
* Hospital equipment
 | * Practical
* Observation
* Written
 |
| 1. Carry out autoclaving procedure
 | * Autoclaving procedure
* Sterilizable material
 | * Practical
* Observation
 |
| 1. Store instruments, equipment and consumables
 | * Hospital instruments, equipment and consumables
* Maintaining hospital equipment
 | * Cases studies/situation
* Practical
* Written
* Observation
 |
| 1. Carry out pest and rodent control
 | * Types of pest and rodents
* Methods of controlling rodents and pests
 | * Portfolio assessment
* Interview
* Cases studies/situation
* Written
 |
| 1. Manage hospital waste
 | * Types of hospital waste
* Segregation of hospital waste
* Storage of hospital waste
* Transporting hospital waste
* Methods of disposing hospital waste
 | * Portfolio assessment
* Cases studies/situation
* Practical
* Observation
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of Recommended Resources**

|  |  |  |
| --- | --- | --- |
| * Face mask
* Gloves
* Goggles
* Patient’s gown
* Surgical spirit
* Decontaminant
* Clamps
* Sharps’ containers
 | * Disposable gowns
* Trays
* Antiseptic
* Stools
* Gauze
* Swabs
* Waste bins
* Polythine bags
* Assorted scissors
 |  |

# HOSPITAL HOUSEKEEPING PROCEDURES

**UNIT CODE:** MED/CU/HSS/CR/02/5/A

**Relationship to Occupational Standards**

**This unit addresses the unit of competency:** Perform Hospital Housekeeping Procedures guidelines and procedures

**UNIT DESCRIPTION**

This unit standard specifies the competences required in perform hospital housekeeping procedures. It involves planning and preparing for housekeeping procedures, performing dusting and cleaning procedure, carrying out laundry duties and waste disposal after performing housekeeping procedures.

**Duration of Unit: 80 hours**

**Summary of Learning Outcomes**

1. Plan and prepare for housekeeping procedures
2. Perform dusting procedure
3. Perform cleaning procedure
4. Carry out laundry duties
5. Wind up housekeeping procedure

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and prepare for housekeeping procedures
 | * Personal Protective Gear
* Cleaning procedures
* Types of cleaning Materials
 | * Portfolio assessment
* Interview
* Practical
* Observation
* Written
 |
| 1. Perform dusting procedure
 | * Methods of dusting of
* Types of dusting surfaces
* Types of equipment to be dusted
 | * Practical
* Observation
* Written
 |
| 1. Perform cleaning procedure
 | * OSH standards
* Signage
 | * Practical
* Observation
* Written
 |
| 1. Carry out laundry duties
 | * Segregation of line
* Dirty linen
* Clean linen
* Non infected linen
* Soiled linen
* Infected linen
* Linen with considerable risk of airborne cross infection
* Highly infectious Linen
* Collecting linen
* Transporting Linen
* Sorting out linen
* Laundry cleaning procedures
* Manual cleaning
* Machine cleaning
* Delivering and distributing
 | * Practical
* Observation
 |
| 1. Wind up housekeeping procedure
 | * Laundry documentation
* Laundry waste management
 | * Cases studies/situation
* Practical
* Written
* Observation
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of Recommended Resources**

|  |  |
| --- | --- |
| * Face mask
* Gloves
* Decontaminant
* Computer
* Washing machine
* Basins
* Laundry room/area
 | * Trays
* Antiseptic
* Stools
* Waste bins
* Polythine bags
* Assorted scissors
 |

# OUTPATIENT AND INPATIENT SUPPORT SERVICES

**UNIT CODE:** MED/CU/HSS/CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Perform Outpatient and Inpatient Supportive Services

**Duration of Unit: 120** hours

**Unit Description**

This unit specifies the competencies required to perform outpatient and inpatient supportive services. It involves planning and preparing inpatient and outpatient procedures, participating in triaging process, supporting patient care activities, assisting in discharge process and performing home based care procedures.

**Summary of Learning Outcomes**

1. Plan and implement inpatient and outpatient procedures
2. Participate in triaging process
3. Support patient care activities
4. Assist in discharge process
5. Perform home based care procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and implement inpatient and outpatient procedures
 | * Definition of Outpatient and inpatient
* History of outpatient services
* Objective of Outpatient services
* Importance of outpatient services
* Functions of outpatient services
* Preventive health activities in OPD
* Types of OPD services
* Types of OPD patients
* Sources of outpatients
* Opd process
* OPD planning and its considerations
* Types of OPD procedures
* Organizational components of OPD
* Problems in Outpatient
* Organization and management of inpatient services
* Objectives of inpatient services
* Types of inpatient services
* Factors influencing patient care services
 | * Observation
* Written
* Oral
* Third party report
* practicals
 |
| 1. Participate in triaging process
 | * Definition of triage
* Goals of triage
* Advantages of triage
* Triage process
* Triage assessment
* 5 level triage
 | * Observation
* Written
* Oral
* Third party report
* Practical
 |
| 1. Participate in patient admission process
 | * Types of admission
* Admission procedure
* Preparation of admission unit/ward
* Transfer of patient from outpatient to the ward
* Handing over of the patient to the ward nurse
 | * Observation
* Written
* Oral
* Third party report
* Practical
 |
| 1. Provide supportive patient care activities
 | * Introduction to patient comfort and safety
	+ Definition of patient comfort and safety
	+ Ways of providing patient comfort
	+ Safety devices
* Bed making
	+ Definition
	+ Types of bed
		1. Unoccupied bed
		2. Occupied bed
		3. Postoperative bed
	+ Purposes of bed making
	+ Principles of bedmaking
	+ Procedure of making bed
* Performing oral care
	+ Definition
	+ Purposes or oral hygiene
	+ Assisting in oral care
	+ Procedure of oral hygiene
* Bed bath
	+ Definition of bed bath
	+ Purposes of bed bath
	+ Indications
	+ Types of bed bath
	+ Procedure of bed bath
* Perineal care
	+ Definition
	+ Principles of perineal care
	+ Preparation of articles
	+ Preparation of patient
	+ Procedure
	+ After care
* Vital signs
	+ Definition
	+ Purpose of measuring vital signs
	+ procedure
* Tube feeding
	+ Purposes of tube feeding
	+ Indications of tube feeding
	+ Procedure of tube feeding
* Specimen collection
	+ Definition of specimen
	+ Types of specimen
	+ Obtaining a specimen
	+ Handling of specimen
* Dental care
	+ Definitions
	+ Goals of dental care
	+ Common dental disorders
	+ Organizing a dental clinic
* Hospital pharmacy
	+ Definition
	+ Types of pharmacy
	+ Objectives of hospital pharmacy
	+ Functions of hospital pharmacy
	+ Sources of drugs
	+ Storage of drugs
	+ Classification of drugs
	+ Terms commonly used in drugs
	+ Dispensing of drugs
* Eye care
	+ Definition
	+ Purposes
	+ Indications
	+ Procedure
	+ Common eye problems
	+ Organizing an eye clinic
* Physiotherapy services
	+ Introduction to physiotherapy
	+ Roles of physiotherapy
	+ Conditions treated with physiotherapy
	+ Methods used in physiotherapy
	+ Assisting in physiotherapy services
 | * Written
* Oral
* Observation
* Third party report
* Practical
 |
| 1. Participate in discharge process
 | * + Definition of discharge
	+ Discharge preparation
	+ Discharge process
	+ Discharge documentation
	+ Discharge instructions
 | * Oral
* Observation
* Written
* Third party report
* Practical
 |
| 1. Perform home based care activities
 | * + Definition of home-based care
	+ Types of home-based care activates
	+ Home based care patients
	+ Provision of home-based care
 | * Oral
* Observation
* Written
* Third party report
* Practical
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**Required resources**

* Syringes
* Needles
* Sutures
* Tubing
* Catheters
* Gloves
* Masks
* adhesives and sealants for wound dressing
* Specimen containers
* Stretchers
* Wheel chairs

# HOSPITAL CATERING SUPPORT SERVICES

**UNIT CODE:** MED/CU/HSS/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **Support Hospital Catering Services**

**Duration of Unit:** 120 hours

**Unit Description**

This unit specifies the competencies required to support hospital catering services. It involves pplanning and preparation procedures for hospital catering services, ddelivering as well as mmonitoring and evaluating of hospital catering services. It also involves winding up procedures for hospital catering services

**Summary of Learning Outcomes**

1. Plan and prepare for hospital catering services
2. Deliver hospital catering services
3. Monitor and evaluate hospital catering services
4. Wind-up hospital catering services

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and prepare for hospital catering services
 | * Term used in hospital catering services
* Hospital catering services
* Meal planning
* Menu planning
* Catering budgeting
* Hospital catering layout
* Principles of hospital catering services
* Hospital catering organogram
* PPE in hospital catering services
* Hospital catering equipment and apparatus
* Procedure of procuring hospital food
 | * Observation
* Written
* Oral
* Portfolio
* Third party reports
 |
| 1. Deliver hospital catering services
 | * Role of health services support provider in hospital catering
* How to produce and prepare a meal
* Essentials of Customer care
* Hospital layout
* Special considerations in hospital catering services
* Food handling techniques
* Food spoilage and contamination
* Meal preparation process
* Co-ordination of catering work flow chart
* General OSH Principles
* Hospital catering issues and incidents
* Occupational hazards/risks recognition
* Systematic gathering of OSH issues and concerns
 | * Observation
* Written
* Oral
* Third party reports
 |
| 1. Monitor and evaluate hospital catering services
 | * Hospital hazards
* Hazard and risk control measures
* Hospital catering incidents
* Hospital catering policy
* Hospital policies related to hospital catering services
* Purposes and components of occupation safety and health act
* Wastage in catering services
* Wastage control measures in catering services
* Company recording protocols, procedures and policies/guidelines
 | * Written
* Oral
* Observation
* Third party reports
 |
| 1. Wind-up hospital catering services
 | * Hospital catering equipment and tools
* Documentation of hospital catering services
* Waste management
* Report writing
 | * Oral
* Observation
* Written
* Portfolio
* Third party reports
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of recommended resources**

|  |  |
| --- | --- |
| * Cutlery
* utensils
* crockery
* Trolley
* Stretcher
* Gloves
* Detergents
* Mopers
 | * Refrigerator
* Fire extinguisher
* Chopping boards and tables
* Rollers
* Kitchen wheelbarrow
* First Aid kit
* Sinks
 |

# BASIC MORTUARY TECHNIQUES

**UNIT CODE:** MED/CU/HSS/CR/05/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Perform basic mortuary techniques

**Duration of Unit:** 60 hours

**Unit Description**

This unit covers competencies required to perform basic mortuary procedures. It involves competencies on wearing preparing and planning to undertake mortuary procedures; perform body preparation procedures; evaluating mortuary procedures and winding up mortuary procedures

**Summary of Learning Outcomes**

* + - 1. Prepare and plan to undertake mortuary procedures
			2. Perform body preparation procedures
			3. Evaluate mortuary procedures
			4. Winding up mortuary procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare and plan to undertake mortuary procedures
 | * Personal protective gear in the mortuary
* Autopsy tools
 | * Observation
* Written
* Oral
* Third party report
 |
| 1. Perform body preparation procedures
 | * Procedure for receiving dead body
* Handling deceased’ body property
* Body cleaning
* Embalming
* Preparation of 10% formalin
* Arterial embalming
* Cavity embalming
* Applying cosmetic features
* Post-mortem procedure
 | * Observation
* Written
* Oral
* Third party report
 |
| 1. Evaluate mortuary procedures
 | * Evaluating embalming procedure
 | * Oral/Observation
* Written
* Practical
* Third party report
 |
| 1. Winding up mortuary procedures
 | * Discharging dead body
* Cleaning mortuary room
* Cleaning up fridges
* Maintenance of body fridges
* Types of mortuary documents
* Mortuary waste segregation
* Mortuary waste disposal methods
 | * Oral/Observation
* Written
* Practical
* Third party report
 |

**Suggested Methods of Delivery:**

* Instructor lead facilitation of theory
* Practical demonstration of tasks
* Practice by trainee
* Simulation/Role play
* Group Discussion

**List of Recommended Resources**

|  |  |  |
| --- | --- | --- |
| * Computer
* Tool box
* Medical PPEs
* Decontaminant
* Autopsy tools
* Autopsy table
 | * Antiseptic
* Recording materials/computers
* Waste bins
* Cleaning materials
* Gumboots
* White coat
* Gloves
 | * Admission register
* Discharge register
* Mortuary register
 |

# EXECUTE SUPPORTIVE STORE SERVICES

**UNIT CODE:** MED/CU/HSS/CR/06/5/A

**Duration of unit:** 100 hours

**UNIT DESCRIPTION**

This unit covers the general knowledge of store keeping, competencies and skills required to receive, arrange, dispatch and replenish materials, equipment, components and tools in a health-related medical store.

**Summary of Learning Outcomes**

1. Plan and prepare for supportive procurement and inventory services
2. Perform supportive procurement
3. Perform supportive inventory and storage procedures
4. Support hospital supplies distribution
5. Evaluate supportive store procedures
6. Wind up supportive facility store procedures

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Plan and prepare for supportive procurement and inventory services
 | * Protective gear
* Gathering Materials
 | * Written tests
* Oral presentations
* Observation
* Practical
* Demonstrations
 |
| 1. Perform supportive procurement
 | * Medical supplies
* Procurement
* Dispatch
 | * Written tests
* Oral presentations
* Observation
* Practical
* Demonstrations
 |
| 1. Perform supportive inventory and storage procedures
 | * Inventory
* Inventory management
* Storage
* Movement of supplies
* Unwanted supplies
* Expired supplies
 | * Written tests
* Oral presentations
* Observation
* Practical
* Demonstrations
 |
| 1. Support hospital supplies distribution procedures
 | * Departmental request orders
* Departmental request dispatch
 | * Written tests
* Oral presentations
* Observation
* Practical
* Demonstrations
 |
| 1. Wind up supportive facility store procedures
 | * Facility store documents identification
* Facility store documents maintenance
* Faculty store waste segregation and storage
 | * Written tests
* Oral presentations
* Observation
* Practical
* Demonstrations
 |

**List of Recommended Resources**

|  |  |
| --- | --- |
| * Face mask
* Gloves
* Goggles
* Decontaminant
* Computer
* Projector
* Invoices
* Delivery notes
 | * Disposable gowns
* Trays
* Stools
* Gauze
* Swabs
* Waste bins
* Polythine bags
* Assorted scissors
 |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desk top computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software