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**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**HEALTH SERVICES SUPPORT PROVIDER**

**LEVEL 5**



TVET CDACC

1. 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 these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Health Services Support Provider Level 4. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards 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 and the Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for 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.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Health Services Sector Skills Advisory Committee (SSAC) with a combined team from Outspan Medical College have developed these Occupational Standards for a Health Services Support Provider. These standards will be the basis for development of a competency-based curriculum for Health Services Support Provider Level 4. These Standards will also be the basis for assessment of an individual for competence certification.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Health Services SSAC, expert workers and all those who participated in the development of these occupational standards.

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

**CHAIRMAN, TVET CDACC**

**ACKNOWLEDGMENT**

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the Health Services Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRMAN**

**HEALTH SERVICES SUPPORT**

**SECTOR SKILLS ADVISORY COMMITTEE**

**ACRONYMS**

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CM Common Competencies

CR Core Competency

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

SOP Standard Operating Procedures

TVET Technical and Vocational Education and Training

WHO World Health Organization

**TABLE OF CONTENTS**

[FOREWORD ii](#_Toc66789378)

[PREFACE iii](#_Toc66789379)

[ACKNOWLEDGMENT iv](#_Toc66789380)

[TABLE OF CONTENTS v](#_Toc66789381)

[ACRONYMS vii](#_Toc66789382)

[KEY TO UNIT CODE viii](#_Toc66789383)

[OVERVIEW ix](#_Toc66789384)

[BASIC UNITS OF COMPETENCY 1](#_Toc66789385)

[DEMONSTRATE COMMUNICATION SKILLS 2](#_Toc66789386)

[DEMONSTRATE NUMERACY SKILLS 7](#_Toc66789387)

[DEMONSTRATE DIGITAL LITERACY 14](#_Toc66789388)

[DEMONSTRATE ENTREPRENEURIAL SKILLS 19](#_Toc66789389)

[DEMONSTRATE EMPLOYABILITY SKILLS 27](#_Toc66789390)

[DEMONSTRATE ENVIRONMENTAL LITERACY 36](#_Toc66789391)

[COMMON UNITS OF COMPETENCY 49](#_Toc66789392)

[PROVIDE FIRST AID SERVICES 50](#_Toc66789393)

[APPLY MEDICAL–LEGAL ETHICS 56](#_Toc66789394)

[DEMONSTRATE KNOWLEDGE OF COMMON DISEASES 61](#_Toc66789395)

[DEMONSTRATE KNOWLEDGE OF ORGANIZATION OF HEALTH FACILITIES 66](#_Toc66789396)

[APPLY MEDICAL TERMINOLOGY 71](#_Toc66789397)

[CORE UNITS OF COMPETENCY 75](#_Toc66789398)

[PARTICIPATE IN INFECTION PREVENTION AND CONTROL 76](#_Toc66789399)

[PERFORM HOSPITAL HOUSEKEEPING PROCEDURES 82](#_Toc66789400)

[PERFORM OUTPATIENT AND INPATIENT SUPPORTIVE SERVICES 87](#_Toc66789401)

[PERFORM MORTUARY TECHNIQUES 96](#_Toc66789402)

[SUPPORT HOSPITAL STORE PROCEDURES 101](#_Toc66789403)

[SUPPORT HOSPITAL CATERING SERVICES 105](#_Toc66789404)

[SUPPORT HOSPITAL STORE PROCEDURES 114](#_Toc66789405)

# KEY TO UNIT CODE

MED/OS/HSS/BC/01/5/A

Industry or sector

Occupational Standards

Occupational area

Type of Unit

Competency number

Competency level

Version control

# 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.

This qualification consists of the following basic, common and core competencies:

**BASIC COMPETENCIES**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Name** |
| MED/OS/HSS/BC/01/5/A | Demonstrate Communication Skills |
| MED/OS/HSS/BC/02/5/A | Demonstrate Numeracy skills |
| MED/OS/HSS/BC/03/5/A | Demonstrate Digital Literacy |
| MED/OS/HSS/BC/04/5/A | Demonstrate Entrepreneurial Skills |
| MED/OS/HSS/BC/05/5/A | Demonstrate Employability Skills |
| MED/OS/HSS/BC/06/5/A | Demonstrate Environmental Literacy |
| MED/OS/HSS/BC/07/5/A | Apply Occupational Health and Safety Practices |

COMMON COMPETENCIES

|  |  |
| --- | --- |
| **Unit Code** | **Unit Name** |
| MED/OS/HSS/CC/01/5/A | Provide First Aid Services |
| MED/OS/HSS/CC/02/5/A | Apply Medical-Legal Ethics |
| MED/OS/HSS/CC/03/5/A | Demonstrate Knowledge of Common Diseases |
| MED/OS/HSS/CC/04/5/A | Demonstrate Knowledge of Organization of Health Facilities |
| MED/OS/HSS/CC/05/5/A | Apply Medical Terminologies |

CORE COMPETENCIES

|  |  |
| --- | --- |
| **Unit Code** | **Unit Name** |
| MED/OS/HSS/CR/01/5/A | Participate in Infection Prevention and Control |
| MED/OS/HSS/CR/02/5/A | Perform Hospital Housekeeping Procedures |
| MED/OS/HSS/CR/03/5/A | Perform Outpatient and Inpatient Supportive Services |
| MED/OS/HSS/CR/04/5/A | Perform Mortuary Techniques |
| MED/OS/HSS/CR/05/5/A | Support Hospital Store Procedures |
| MED/OS/HSS/CR/06/5/A | Support Hospital Catering Services |
| MED/OS/HSS/CR/07/5/A | Support Hospital Store Procedures |

**BASIC UNITS OF COMPETENCY**

# DEMONSTRATE COMMUNICATION SKILLS

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

**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 organization

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Contribute to the development of communication strategies | 1. Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations’ strategic plan 2. Channels of communication are established and reviewed based on the workplace needs 3. Communication training needs are identified and provided according to SOPs 4. Work related network and relationship are maintained based on workplace requirements 5. Negotiation and conflict resolution strategies are maintained as per the workplace procedures |
| 1. Conduct workplace interviews | 1. ***Communication strategies*** are identified and employed in ***interview situations*** based on workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used based on needs |
| 1. Facilitate group discussions | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meetings objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time 2. Presentation is made as per appropriate media 3. Difference views are respected based on workplace procedures 4. Written communication is done as per organizational standards 5. Inquiries are responded according to organizational standard |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Communication strategies may include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| 1. Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication * Openness and flexibility in communication |
| 1. Interview situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Giving/receiving feedback
* Interpretation of information
* Role boundaries setting
* Negotiation
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups and different styles of group leadership
* Communication skills relevant to client groups
* Flexibility in communication

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Met communication needs of clients and colleagues 2. Contributed to the development of communication strategies 3. Conducted interviews 4. Facilitated group discussions 5. Represented the organization |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE NUMERACY SKILLS

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | 1. Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted as per SOPs 2. Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs 3. Calculations which may involve a number of steps are performed as per SOPs 4. Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs 5. Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs 6. Order of operations is applied to solve multi-step calculations as per SOPs 7. Problem solving strategies are appropriately applied as per SOPs 8. Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per SOPs 9. Formal and informal mathematical language and symbolism are used to communicate the result of the task as per SOPs. |
| 1. Estimate, measure, and calculate with routine metric measurements for work | 1. Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements 2. Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements 3. Measurements are estimated and made using correct units as per measurement manuals. 4. Estimations and calculations done as per routine measurements 5. Conversions performed routinely as per metric units 6. Problem solving processes are used to undertake the tasks as per workplace procedures. 7. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per workplace procedures 8. Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures. |
| 1. Use routine maps and plans for work | 1. Features are identified in routine maps and plans as per SOPs 2. Symbols and keys in routine maps and plans are clearly explained as per SOPs 3. Orientation of map to North is identified and interpreted as per SOPs 4. Understanding of direction and location is clearly demonstrated as per SOPs 5. Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs 6. Directions are given and received using both formal and informal language as per SOPs |
| 1. Interpret, draw and construct 2D and 3D shapes for work | 1. Two dimensional shapes and routine three-dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications 2. The use and application of shapes elaborately explained as per SOPs 3. Formal and informal mathematical language and symbols used to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes as per workplace procedures. 4. Common angles identified in accordance with SOPs 5. Common angles in everyday objects are appropriately estimated as per SOPs 6. Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures. 7. Common geometric instruments used to draw two dimensional shapes as per SOPs 8. Routine three dimensional objects constructed from given nets as per SOPs. |
| 1. Interpret routine tables, graphs and charts for work | 1. Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals 2. Common types of graphs and their different uses identified as per SOPs 3. Features of tables, graphs and charts identified as per workplace procedures 4. Information in routine tables, graphs and charts located and interpreted as per workplace procedures 5. Calculations are performed to interpret information as per SOPs 6. How statistics can inform and persuade interpretations is explained as per SOPs 7. Misleading statistical information is identified as per workplace procedures. 8. Information relevant to the workplace is discussed as per workplace procedures. |
| 1. Collect data and construct routine tables and graphs for work | 1. Features of common tables and graphs identified as per SOPs 2. Uses of ***different tables and graphs*** identified as per job specifications 3. Data and variables to be collected are determined as per workplace procedures. 4. The audience is determined as per the workplace procedures 5. Method of data collection is select as per job requirement 6. Data is collected as per SOPs 7. Information is collated in a table as per SOPs 8. Suitable scale and axes determined as per job specifications 9. Graph to present information is drafted and drawn as per SOPs 10. Data checked to ensure that it meets the expected results and context as per workplace procedures 11. Information is reported or discussed using formal and informal mathematical language as per workplace procedures |
| 1. Use basic functions of calculator | * 1. Keys are identified and used for ***basic functions on a calculator*** as per SOPs   2. Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs   3. Calculation done with routine fractions and percentages as per SOPs   4. Order of operations is applied to solve multi-step calculations as per SOPs   5. Results are interpreted, displayed and recorded as per workplace procedures   6. Estimations are made to check reasonableness of problem-solving process, outcome and its appropriateness to the context and task as per workplace procedures   7. Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Use basic functions of calculator may include but not limited to: | * Addition * Multiplication * Calculate ratios * Conversion of ratios into percentages |
| 1. Different tables and graphs may include but not limited to: | * Bar Graphs * Flow Charts * Pie Charts * Pictograph * Line Graphs * Time Series Graphs * Stem and Leaf Plot * Histogram * Dot Plot * Scatter plot |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 2. Estimated, measured and calculated with routine metric measurements 3. Applied simple scale to estimate length of objects or distance to location or object 4. Used formal and informal mathematical language to describe and compare common angles 5. Used common geometric instruments to draw two dimensional shapes 6. Collected data and constructed routine tables and graphs 7. Used basic functions of calculator correctly |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed in:   1. On the job 2. Off the job 3. Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE DIGITAL LITERACY

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | 1. Concepts of ICT are determined in accordance with computer equipment 2. Classifications of computers are determined in accordance with manufacturers specification 3. ***Appropriate computer software*** is identified according to manufacturer’s specification 4. ***Appropriate computer hardware*** is identified according to manufacturer’s specification 5. Functions and commands ofoperating system are determined in accordance withmanufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | 1. ***Data security and privacy are classified*** in accordance with the prevailing technology 2. ***Security threats*** areidentified, **and *control measures*** are applied in accordance with laws governing protection of ICT 3. Computer threats and crimes are detected in accordance with Information security management guidelines 4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | 1. ***Word processing concepts***are applied in resolving workplace tasks, report writing and documentation as per job requirements 2. ***Word processing utilities*** are applied in accordance with workplace procedures 3. Worksheet layout is prepared in accordance with work procedures 4. Worksheet is built and data manipulated in the worksheet in accordance with workplace procedures 5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements 6. Database design and manipulation is undertaken in accordance with office procedures 7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy 2. Office internet functions are defined and executed in accordance with office procedures 3. ***Network configuration*** is determined in accordance with office operations procedures 4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply desktop publishing in official assignments | 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications 2. Desktop publishing tools are developed in accordance with work requirements 3. Desktop publishing tools are applied in accordance with workplace requirements 4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | 1. Types of presentation packages are identified in accordance with office requirements 2. Slides are created and formulated in accordance with workplace procedures 3. Slides are edited and run-in accordance with work procedures 4. Slides and handouts are printed according to work requirements |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Appropriate computer hardware may include but not limited to: | * Computer case * Monitor * keyboard * mouse |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Microsoft suite

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified and controlled security threats 2. Detected and protected computer crimes 3. Applied word processing in office tasks 4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 5. Opened electronic mail for office communication as per workplace procedure 6. Installed internet and World Wide Web for office tasks in accordance with office procedures 7. Integrated emerging issues in computer ICT applications 8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   1. Tablets 2. Laptops 3. Desktop computers 4. Calculators 5. Internet 6. Smart phones 7. Operation Manuals |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Observation 3. Practical assignment 4. Interview/Oral Questioning |
| 1. Context of Assessment | Competency may be assessed in:   1. Off the job 2. On the job setting 3. Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENTREPRENEURIAL SKILLS

**UNIT CODE** MED/OS/HSS/BC/04/5/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| 1. Demonstrate understanding of an Entrepreneur | 1. Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| 1. **Variable** | **Range** |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Distinguished entrepreneurs and business persons correctly 2. Identified ways of becoming an entrepreneur appropriately 3. Explored factors affecting entrepreneurship development appropriately 4. Analysed importance of self-employment accurately 5. Identified requirements for entry into self-employment correctly 6. Identified sources of business ideas correctly 7. GeneratedBusiness ideas and opportunities correctly 8. Analysed business life cycle accurately 9. Identified legal aspects of business correctly 10. Assessed product demand accurately 11. Determined Internal and external motivation factors appropriately 12. Carried out communications effectively 13. Identified sources of business finance correctly 14. Determined Governing policy on small scale enterprise appropriately 15. Explored problems of starting and operating SSEs effectively 16. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 17. Prepared executive summary correctly 18. Determined business innovative strategies appropriately 19. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written tests 2. Oral questions 3. Third party report 4. Interviews 5. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE EMPLOYABILITY SKILLS

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

**Unit Description**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 1. Demonstrate critical safe work habits | 1. Stress is managed in accordance with workplace policy. 2. Punctuality and time consciousness is demonstrated in line with workplace policy. 3. Personal objectives are integrated with organization goals based on organization’s strategic plan. 4. ***Resources*** are utilized in accordance with workplace policy. 5. Work priorities are set in accordance to workplace goals and objectives. 6. Leisure time is recognized and utilized in line with personal objectives. 7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy. 8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy. 9. Safety consciousness is demonstrated in the workplace based on organization safety policy. 10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Lead small teams | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Task requirements are identified as per the workplace objectives 2. Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements 3. Work activity is organized with other involved personnel as per the SOPs 4. Resources are mobilized, allocated and utilized to meet project goals and deliverables. 5. Work activities are monitored and evaluated in line with organization procedures. 6. Job planning is documented in accordance with workplace requirements. 7. Time is managed achieve workplace set goals and objectives. |
| 1. Maintain professional growth and development | 1. Personal training needs are identified and assessed in line with the requirements of the job. 2. ***Training and career opportunities*** are identified and utilized based on job requirements. 3. Resources for training are mobilized and allocated based organizations and individual skills needs. 4. Licensees and certifications relevant to job and career are obtained and renewed as per policy. 5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives. 6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | 1. Learning opportunities are sought and managed based on job requirement and organization policy. 2. Improvement in performance is demonstrated based on courses attended. 3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job 4. Time and effort are invested in learning new skills based on job requirements 5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy. 6. New systems are developed and maintained in accordance with the requirements of the job. 7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate problem solving skills | 1. Creative, innovative and practical solutions are developed based on the problem 2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job. 3. Team problems are solved as per the workplace guidelines 4. Problem solving strategies are applied as per the workplace guidelines 5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Demonstrate workplace ethics | 1. Policies and guidelines are observed as per the workplace requirements 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies 3. Code of conduct is observed as per the workplace requirements 4. Integrity is demonstrated as per legal requirement |

**RANGE**

This section provides work environment and conditions to which the performance criteria apply. It allows for different work environment and situations that will affect performance.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | |  | | --- | | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance | |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may include but not limited to | * Participation in training programs * Technical * Supervisory * Managerial * Continuing Education * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include but not limited to: | * Human * Financial * Hardware * Software |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Critical thinking
* Observation
* Organizing
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Personal hygiene practices
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Resources and allocating resources
* Organizing work
* Monitoring and evaluation
* Record keeping
* Workplace problems and how to deal with them
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Leadership
* Safe work habits
* Professional growth and development
* Technology in the workplace
* Emerging issues
* Social media
* Terrorism
* National cohesion

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Conducted self-management 2. Demonstrated interpersonal communication 3. Demonstrated critical safe work habits 4. Led small teams 5. Planned and organized work 6. Maintained professional growth and development 7. Demonstrated workplace learning 8. Demonstrated problem solving skills 9. Demonstrated workplace ethics |
| 1. Resource Implications | |  | | --- | | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place | |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE ENVIRONMENTAL LITERACY

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Control environmental hazard | 1. ***Storage methods*** for environmentally***hazardous*** materials are strictly followed according to environmental regulations and OSHS. 2. ***Disposal methods*** of hazardous wastes are followed always according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution control | 1. Environmental pollution ***control measures*** are compiled following standard protocol. 2. Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 3. Methods for minimizing ***noise pollution*** is complied with based on Noise and Excessive Vibration Pollution and Control Regulations, 2009 |
| 1. Demonstrate sustainable resource use | 1. Methods for minimizing wastage are complied with. 2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3. Methods for economizing and reducing resource consumption are practiced as per the Environmental Management and Coordination Act 1999 |
| 1. Evaluate current practices in relation to resource usage | 1. Information on resource efficiency **systems and procedures** are collected and provided to the work group where appropriate. 2. Current resource usage is measured and recorded by members of the work group. 3. Current purchasing strategies are analyzed and recorded according to industry procedures. 4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify Environmental legislations/conventions for environmental concerns | 1. Environmental ***legislations/conventions*** and local ordinances are identified according to the different ***environmental aspects/impact*** 2. ***Industrial standard/environmental practices*** are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and evaluated according to the objectives of the environmental Program 2. Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to concerned/proper authorities |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but not limited to: | * Mask * Gloves * Goggles * Safety hat * Overall * Hearing protector * Safety boots |
| 1. Environmental pollution control measures may include but not limited to: | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Waste management procedures may include but not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items |
| 1. Resources may include but not limited to: | * Electric * Water * Fuel * Telecommunications * Supplies * Materials |
| 1. Workplace environmental hazards may include but not limited to: | * Biological hazards * Chemical and dust hazards * Physical hazards |
| 1. Organizational systems and procedures may include but not limited to: | * Supply chain, procurement and purchasing * Quality assurance * Making recommendations and seeking approvals |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Observation
* Measuring
* Writing
* Communication
* Analytical
* Monitoring
* Evaluation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* 3Rs principle
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Measurement and recording of current resource usage
* Analysis current work processes to access information and data Analysis of data and information
* Identification of areas for improvement
* Resource consuming processes
* Determination of quantity and nature of resource consumed
* Analysis of resource flow of different parts of the resource flow process
* Use/conversion of resources
* Causes of low efficiency of use
* Increasing the efficiency of resource use
* Inspection of resource use plans
* Regulations/licensing requirements
* Determine benefit/cost for alternative resource sources
* Benefit/costs for different alternatives
* Components of proposals
* Criteria on ranking proposals
* Regulatory requirements
* Proposals for improving resource efficiency
* Implementation of resource efficiency plans
* Procedures in monitor implementation
* Adjustments of implementation plan
* Inspection of new resource usage

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Controlled environmental hazard 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage 5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 6. Described industrial standard environmental practices according to the different environmental issues/concerns. 7. Resolved problems/ constraints encountered based on management standard procedures 8. Implemented and monitored environmental practices on a periodic basis as per company guidelines 9. Recommended solutions for the improvement of the Program 10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   1. Workplace with storage facilities 2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 3. PPE 4. Manuals and references 5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 6. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Interview/Third Party Reports 5. Portfolio of evidence |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

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

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1. ***Hazards*** in the workplace are identified ***based their indicators*** 2. Risks and hazards are evaluated based on legal requirements. 3. ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 1. Hazard prevention ***and control measures*** are implemented as per legal requirement. 2. Risk assessment is conductedand a risk matrix developed based on likely impact. 3. ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 1. Company OSH program are identified, evaluated and reviewed based on legal requirements. 2. Company OSH programs are implemented as per legal requirements. 3. Workers are capacity built on OSH standards and procedures as per legal requirements 4. ***OSH-related records*** are maintained as per legal requirements. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Hazards may include but are not limited to: | * Physical hazards * Biological hazards * Chemical hazards * Ergonomics * Psychological factors * Physiological factors * Safety hazards * Unsafe workers’ act |
| 1. Indicators may include but are not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. Evaluation and/or work environment measurements may include but are not limited to: | * Health Audit * Safety Audit * Work Safety and Health Evaluation * Work Environment Measurements of Physical and Chemical Hazards |
| 1. OSH issues and/or concerns may include but are not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 1. Prevention and control measures may include but are not limited to: | * Eliminate the hazard * Isolate the hazard * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to: | * 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 |
| 1. Appropriate risk controls | * Eliminate the hazard altogether * Isolate the hazard from anyone who could be harmed * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment |
| 1. Contingency measures may include but are not limited to: | * Evacuation * Isolation * Decontamination * Emergency personnel |
| 1. Emergency procedures may include but are not limited to: | * Fire drill * Earthquake drill * Basic life support/CPR * First aid * Spillage control * Decontamination of chemical and toxic * Disaster preparedness/management * Set of fire-extinguisher |
| 1. Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH-related Records may include but are not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COMMON UNITS OF COMPETENCY

# PROVIDE FIRST AID SERVICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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| --- | --- |
|  |  |
| 1. Assess the nature and extent of injury or disease | 1. Personal, casualty and environment safety is assessed as per principles of first aid. 2. The ***nature and extent of injury and /or illness*** is assessed in accordance to first aid principles. 3. Assistance from emergency services is called as per first aid principles. 4. A decision is promptly made regarding action to be taken. 5. ***Tools, equipment, materials and supplies*** required are identified based on the assessment carried out. 6. Tools, equipment, materials and supplies are gathered based on the assessment of the situation. |
| 1. Provide first aid | 1. ***Specific first aid measures*** are given based on nature and extent of injury/illness as per first aid principles. 2. ***Casualty’s condition*** is continuously monitored based on the vital signs as per first aid principles 3. Information on the casualty condition is accurately and clearly conveyed to emergency services personnel .as per first aid principles 4. The casualty is handed over to the emergency and appropriate ***medical personnel*** as per first aid principles. |
| 1. Evaluate first aid service | 1. The response of the casualty to the intervention is evaluated based on the initial assessment 2. The response of the first aider to the situation is evaluated based on principles and procedures of first aid. |
| 1. Wind-up first aid | 1. First aid area is cleared as per first aid principles. 2. Waste is disposed off in regard to SOPs 3. Recyclable materials are stored as per manufacturer’s instructions and first aid principles. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Nature of injury or illness may include but not limited to: | * Choking * Burns * Scalds * Trauma * Nose bleeding * Cuts * Fractures * Drowning * Hypothermia * Electrocution * Poisoning and * Snake bites |
| 1. Extent of injury may include but not limited to: | * Mild * Moderate * Severe |
| 1. Illnesses/ Medical condition requiring first aid may include but not limited to: | * Asthma * Epilepsy * Diabetes |
| 1. Emergency services may include but not limited to: | * Police * Ambulance * Fire fighters * The public * Health care providers |
| 1. Tools, equipment, materials and supplies may include but not limited to: | * Trolley * Stretcher * Gloves * Spine board * Sheets * Splints * Mask * Goggles * Apron/Gown/coverall/jump suit * Air ways/ adjuncts * Ambu-bag * First Aid kit |
| 1. First aid measures may include but not limited to: | * Performing cardio- pulmonary resuscitation; * Managing   -choking, burns, scalds, trauma, nose bleeding, cuts, fractures, drowning, poisoning and snake bites. |
| 1. Appropriate medical personnel may include but not limited to: | * Doctors * Nurses * Anesthetists * Paramedics * Physiotherapists |
| 1. Casualty’s condition may include but not limited to: | * Mild * Moderate * Severe * Acute * Chronic |

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills
* Performing cardio- pulmonary resuscitation;

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* OSH procedures and practices and regulations
* HIV/AIDS
* Hazards/risks identification and control
* Principles of first aid
* Scene size up
* Assessment of nature and extent of injury and /or illness
* Sourcing for emergency services
* Decision making-triaging
* Effective communication on casualty’s condition
* Handing over casualty tomedical personnel
* Monitoring Casualty’s condition
* Evaluating response of the casualty to the intervention
* Evaluating first aider’s response to the situation
* Documentation
* Waste management
* Report writing
* Requirements for first aid
* 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

EVIDENCE GUIDE

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Assessed the personal, casualty and environment safety   2. Assessed the nature and extent of injury and /or illness   3. Called for assistance from emergency services   4. Gave the first aid measures   5. Conveyed information on the casualty condition   6. Continuously monitored Casualty’s condition   7. Referred the casualty to medical services   8. Stored recyclable materials in the kit after providing first aid   9. Disposed off waste materials |
| 1. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location   2. PPEs   3. Student file   4. Learner’s Mentoring tool |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Portfolio Assessment   3. Interview/oral   4. Case Study   5. Written test   6. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY MEDICAL–LEGAL ETHICS

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

**UNIT DESCRIPTION**

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 apply professional ethics.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Acquire knowledge on medical- legal ethics in HSS | * 1. Roles and responsibilities of a **HSSP** are identified as per relevant **regulations/**laws and workplace policy and the scope of HSS practice.   2. **Medical- legal and ethical** **issues** in HSS are identified as per the relevantsources of law and the scope of HSS practice.   3. Medical legal guidelines are acquired in accordance with workplace policy and relevant laws and the scope of HSS practice |
| 1. Apply medical legal ethics in HSS | * 1. Medical legal **offences** related to HSS are identified and applied as per given relevant regulations/law and work place policy and the scope of HSS practice.   2. Medical -legal **implications** related to HSS are identified as per the work place policy and relevant source of law.   3. Medical legal regulations are implemented as per given legal system and the scope of HSS practice. |
| 1. Apply Professional Ethics | 1. Universal professional ethics are followed in accordance with the hospital guidelines and the scope of HSS practice 2. Confidentiality is observed in line with the hospital policies and guidelines 3. Punctuality is observed according to the guidelines of the hospital 4. Placement obligations are adhered to according to the policies of the hospital 5. Waste is segregated and disposed off in accordance to workplace policy and WHO guidelines |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Source of law may include but not limited to: | * Kenya Constitution 2010 * Judicial decree * Religion * Relevant legislation |
| 1. Medical legal issues in HSS may include but not limited to: | * Negligence * Malpractice * Impropriety |
| 1. Regulations may include but not limited to: | * Relevant Acts of parliament * Health policies * Workplace policies * Relevant sections of the Kenya Constitution 2010 |
| 1. Offences may include but not limited to: | * Crime * Tort e.g. Assault * General misconduct |
| 1. Implications may include but not limited to: | * Remedy * Legal defenses * Arrest * Dismissal * Suspension |
| 1. Professional expectations may include but not limited to: | * Dress, shoes and hand care * Hair maintenance * jewelry |
| 1. Rules and regulations may include but not limited to: | * Student hand book * Dress code guidelines/professional appearance policy * Work place policies * Health policies |
| 1. Universal professional ethics   may include but not limited to: | * Honesty * Trustworthiness * Loyalty * Respect for others * Adherence to the law * Doing good and avoiding harm to others * Accountability |
| 1. Patient information’s may include but not limited to: | * Name, date of birth, age, sex and address * Current contact details of family * Medical history or records * Personal care issues * Service records and file progress notes * Assessments or reports * Incoming or outgoing personal correspondence. |
| 1. Obligations may include but not limited to: | * Attending placement on time and regularly. * Being prepared for placement with all necessary items. * Taking good care of hospital property. * Completing all placement assignments. * Organizing their time well. * Respecting themselves and others. * Reading on a regular basis. * Doing their best. |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability to:

* Communication Skills
* Administrative skills
* Leadership skills
* Interpersonal skills
* Observation skills
* Interviewing skills
* Investigative skills
* Critical thinking

**Required Knowledge**

The individual needs to demonstrate knowledge of;

Sources of law

* Law and morality
* Medical-legal issues
* Employment law and Employment Act
* Law of contracts
* Laws relating to persons and organizations
* Health organization structure/protocol
* Labour laws
* Medical-legal issues and ethics in health

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified the roles and responsibilities of HSS provider.   2. Identified medical- legal issues in HSS.   3. Acquired Medical legal guidelines in HSS   4. Determined the nature of the offence in HSS   5. Identified appropriate enforcement officers for medical legal issues in HSS   6. Communicated to the enforcement team about a medical legal issue in HSS   7. Recorded Medical legal- ethical issues in HSS   8. Prepared and disseminated Medical legal- ethical issues reports |
| 1. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location   2. Personal protective gears   3. Student file |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Portfolio Assessment   2. Interview   3. Case Study/Situation   4. Third party reports |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE KNOWLEDGE OF COMMON DISEASES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate the knowledge of common diseases. It involves identifying the stages of disease development, demonstrating the knowledge of communicable diseases, non-communicable diseases and management of common diseases

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| 1. Demonstrate knowledge of organization of human body | * 1. **Anatomical structures** are identified as per the scope of practice   2. **Anatomical position, planes and directions** are outlined as per the scope of practice   3. **Levels** of human body organization are identified as per the scope of practice   4. **Functions** of the human body are described as per the scope of practice   5. Human **cell structure** components are identified as per the scope of practice   6. Human **cell cycle** outlined as per the scope of practice |
| 1. Demonstrate the knowledge of communicable diseases | * 1. Communicable diseases are identified as per WHO guidelines   2. **Modes of transmission** of communicable diseases are identified as per WHO guidelines |
| 1. Demonstrate the knowledge of non-communicable diseases | * 1. **Non-communicable diseases** are identified as per WHO guidelines   2. **Risk factors of non-communicable disease** are identified as per WHO guidelines |
| 1. Demonstrate the knowledge on management of common diseases | * 1. **Control and Prevention measures** of common diseases are identified as per WHO standards   2. **Basic management of common diseases** are identified as per WHO standards |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Levels may include but not limited to: | * Chemical * Molecular * Cellular * Tissue * Organ * Organ system |
| 1. Functions may include but not limited to: | * The special , normal or proper action of any part or organ |
| 1. Cell structure may include but not limited to: | * Plasma membrane * Cytoplasm * Nucleus * Cell membrane |
| 1. Cell cycle may include but not limited to: | * Types of cell division * Phases of cell division * DNA, RNA |
| 1. Basic management of common diseases may include but not limited to: | * Conservative * Pharmacological * Medical management |
| 1. Common diseases may include but not limited to: | * Communicable- TB, HIV, Hepatitis, Cholera * Non-communicable – Diabetes, Hypertension, Cancers, Asthma |
| 1. Natural history of common diseases may include but not limited to: | * Course * stage of susceptibility * sub-clinical stage * clinical stage * recovery, disability or death stage |
| 1. Modes of transmission may include but not limited to: | * Route of transmission – Direct or indirect * Transmission cycle |
| 1. Risk factors of non-communicable disease may include but not limited to: | * Genetic * Lifestyle |
| 1. Control and Prevention measures may include but not limited to: | * Medical screening * Modification of Lifestyle * Prophylaxis * Immunization |
| 1. Basic management of common diseases may include but not limited to: | * Conservative * Pharmacological * Medical management |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills
* Performing cardio- pulmonary resuscitation;
* Critical Thinking

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* Communicable and non-communicable diseases
* Stages of disease development in the common diseases
* Control and Prevention of common diseases
* Basic management of common diseases

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Outlined the organization of human body levels 2. Outlined human body functions 3. Identified and Classified Common diseases 4. Identified Modes of transmission of communicable diseases 5. Identified Risk factors of non-communicable disease 6. Identified Control and Prevention measures of common diseases 7. Identified Basic management of common diseases |
| 1. Resource Implications | The following resources must be provided:   1. HSS scope of practice 2. WHO Guidelines 3. Workplace or assessment location 4. Student file 5. Student logbook |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written test 2. Interview 3. Observation 4. Portfolio Assessment 5. Case Study 6. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE KNOWLEDGE OF ORGANIZATION OF HEALTH FACILITIES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate the knowledge of a health facility; it encompasses acquiring the knowledge of a health facility set up, applying the knowledge of organization of a health facility as an as well as demonstrating the functions of health services support provider in a health facility.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| 1. Demonstrate the knowledge of a health facility set up | * 1. ***Existing departments*** in a health facility are identified as per the institution’s policy   2. ***Management structure*** is identified as per the MoH organogram   3. ***Service charter*** is identified as per the institutional framework   4. ***Hospital layout*** is described as per WHO standards |
| 1. Apply knowledge of organization of health facility | 2.1 Various **hospital departments** is demonstrated as per health facility set up  2.2 Functions of various hospital departments is demonstrated as per SOPs and facility set up  2.3 **Core services** and support services within the hospital are demonstrated as per SOPs and facility set up  2.4 O**organizational structure** of the hospital as per SOPs and facility set-up |
| 1. Demonstrate functions of health services support provider | 1. Roles and responsibilities of the health support service provider are demonstrated as per work place policy 2. Tasks performed are documented as per the work place set up 3. Specific Reports are prepared and disseminated to relevant personnel as per workplace set up |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * Existing departments may include but not limited to: | * OPD * In-patient * Medical * Surgical * Pediatric * Dental * Medical Laboratory * Radiology * Pharmacy |
| * Management structure may include but not limited to: | * Organogram * Roles & Responsibilities |
| * Service charter may include but not limited to: | * Mission * Vision * Core values * Services offered |
| * Roles and responsibilities of a HSSP may include but not limited to: | * Assisting patients around the hospital * Orienting clients around the hospital * Feeding patients * Poviding home based care |
| * Client flow may include but not limited to: | * Hospital signage * Customer care * Triage * Admission * Day care * Discharge |
| * Clearing, decontamination & storage may include but not limited to: | * Decontaminants * Racks * Bins & bin liners * Safety box * Buckets * Carts |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* Hospital layout/set up
* Standard operating procedures
* Patient condition
* Basic computer

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range statement.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified existing departments in a health facility as per the institutional policy 2. Identified management structures as per the organogram 3. Identified patients service charter as per the institutional framework 4. Identified client flow 5. Demonstrated understanding of various hospital departments 6. Demonstrated knowledge of the functions of the various hospital departments is 7. Demonstrated Core services and support services within the hospital |
| 1. Resource Implications | The following resources must be provided:   * 1. Hospital equipment & instruments   2. SOPS   3. PPEs   4. Antiseptics   5. Computers   6. Stationery   7. Ambulance   8. Furniture   9. Oxygen cylinders   10. Emergency/resuscitation kits |
| 1. Methods of Assessment | Competency may be assessed through:   1. Observation 2. Portfolio Assessment 3. Interview 4. Case Study 5. Written test 6. Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# APPLY MEDICAL TERMINOLOGY

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

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the **key** **outcomes** which make up workplace function (to be stated in active) | **PERFORMANCE CRITERIA**  These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice)  **Bold and italicized terms are elaborated in the Range** |
| 1. Demonstrate understanding of medical acronyms and abbreviation | * 1. ***Medical acronyms*** are identified as per standard practice   2. ***Medical abbreviations*** are identified as per the standard practice   3. ***Medical terms*** are identified based on standard practice   4. ***Terms associated with drugs*** are identified |
| 1. Interpret medical acronyms and abbreviation | * 1. ***Prefix*** is identified as per the standard medical practice   2. ***Root word*** is identified as per the standard practice   3. ***Suffix*** is identified as per standard practice.   4. ***Medical acronyms and abbreviations*** used in case notes are interpreted as per standard practice |
| 1. Interpret medical terms associated with human body systems and their disorders | 1. Medical terms associated with human body systems are identified as per the standard practice 2. Medical terms associated with human body structure and disorders are identified as per the standard practice 3. Interpretations of the medical terms is done as per standard practice |
| 1. Meet communication needs of clients | * 1. Health information sharing need is determined as per SOPs and hospital guidelines   2. Health information is shared with clients as per instructions. |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| 1. Acronym include but are not limited to: | * CFS – Chronic fatigue syndrome * LASER – Light Amplification by stimulated Emission of Radiation |
| 1. Abbreviation includes but are not limited to: | * FSH – Follicle stimulating hormone * HPI - history of present illness * TCA – to come again * TSH – Thyroid Stimulating Hormone * O/E –On examination |
| 1. Terms used to describe diseases include but are not limited to: | * Acute disease – short period * Chronic disease – long period * Communicable disease – transmissible * Non communicable diseases – not transmissible |
| 1. Prefixes may include but are not limited to: | * bio – life * bronch(i) – of or relating to the bronchus * abdomen – of or relating to the abdomen * caron (o) – related to heart |
| 1. Word root may include but are not limited to: | * Latin *caput, capit* – the head * Latin *cerebrum,* brain |
| 1. Terms associated with drug administration may include but are not limited to: | * Topical * Intradermal * Intramuscular * Percutaneous |
| 1. Terms associated with drug use may include but are not limited to: - | * a.c – before meals * p.c – after meals * q.d – every day * p.o – by mouth |
| 1. Client may include but are not limited to: | * Health professionals * Patients |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit to competency.

**Required Skills**

The individual needs to demonstrate the following skills:-

* Communication
* Computer
* Basic research
* Critical thinking
* Monitoring
* Time management
* Coordination
* Problem solving
* Decision making
* Organization
* Analytical
* Interpersonal

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Computer
* Anatomy and physiology
* Pathology
* Health records management

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated understanding of acronyms and Abbreviation 2. Interpreted medical acronyms and abbreviation 3. Interpreted medical terms associated with doctor’s notes, investigations results, diagnosis and medication |
| 1. Resource Implications | The following resources should be provided:  2.1 Workstation  2.2 Reporting tools  2.3 Stationery  2.4 Finance |
| 1. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Oral  3.2 Written  3.3 Observation  3.4 Case study  3.5 Third party report |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# PARTICIPATE IN INFECTION PREVENTION AND CONTROL

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Wear personal protective equipment | * 1. ***Personal protective******Equipment*** is identified as per WHO guidelines   2. Personal protective equipment is worn in accordance with the WHO guidelines   3. Personal Protective Equipment are worn with respect to the department or role being carried out   4. Hand washing procedure is followed in accordance to the hospital SOP according to the WHO guidelines   5. ***Hand hygiene*** is carried out in accordance with WHO guidelines and the hospital guidelines   6. Gloving and Ungloving procedure is followed in accordance with the WHO guidelines |
| 1. Perform safety practices | 1. Sharp objects are appropriately disposed off as per the work place set up 2. Various types of ***hazards*** are identified as per work place set up 3. ***Universal precautions*** are observed according to WHO guidelines 4. ***Signage*** are situated in line with hospital guidelines |
| 1. Plan and prepare for sterilization | 1. Functionality of the autoclaving machine is done as per SOPs 2. ***Instrument*s** to be sterilized are identified as per SOPS 3. Instruments are packed and labelled using indicators as per SOPs |
| 1. Carry out autoclaving procedure | 1. Autoclaving procedure is followed in accordance to the SOPs 2. End point of autoclaving is determined according to the SOPS |
| 1. Store instruments, equipment and consumables | 1. **Instruments**, **Equipment** and Consumables for storage are identified according to SOPs and work place policy 2. **Instruments, equipment** and **consumables** are maintained according to work place policy and SOPs |
| 1. Carry out pest and rodent control | 1. Pests and rodents entry into the hospital room is identified as per the public health guidelines. 2. Pests and rodent control methods in the hospital facility are applied as per the ***manufacture’s instructions*** |
| 1. Manage hospital waste | 1. Hospital waste is identified and segregated in accordance with the WHO guidelines 2. ***Colour coded bins*** are identified according to the WHO guidelines 3. Handling and storage of hospital waste is done in accordance to the hospital guidelines 4. ***Hospital waste*** is transported in line with the hospital policy and guidelines 5. ***Methods of waste disposal*** is identified and used according to WHO guidelines |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Personal Protective equipment may include but not limited to | * Gowns * Gloves * Face Masks * Boots * Goggles * Headcaps |
| 1. Hand hygiene may include but not limited to: | * Hand hygiene * Casual scrub * Alcohol hand rub |
| 1. Detergents may include but not limited to: | * Jik * Soap * Edozyme * Hexanios * Precept |
| 1. Hazards may include but not limited to: | * Physical * Chemical * Biological * Psychological |
| 1. Universal precautions | * Avoiding contact with patients bodily fluids and other contaminants by use of PPEs |
| 1. Signage may include but not limited to: | **Visible notices or posters indicating;**   * Wet floor * Slippery floor * Wet paint * Cleaning in progress |
| 1. Color -coded disposal bins may include but not limited to: | * Red, yellow and black bins/plastic bags as per WHO standards |
| 1. Instruments may include but not limited to | * Scissors * Forceps * Kidney dish * Gullipot |
| 1. Equipment may include but not limited to | * Wheelchair * Patient trolley * Procedure trolley |
| 1. Consumables may include but not limited to | * Urine bag * Catheter * Syringes * Giving sets * Needles |
| 1. Methods of control may include but not limited to | * Traps * Insecticides * Mosquito nets * Pesticides |
| 1. Manufacturer’s instructions may include but not limited to: | * Guidelines given by the manufacturer on use of the pesticides * Manufacturer’s manuals * Procedures |
| 1. Hospital waste may include but not limited to: | * Infectious waste * Highly infectious waste * Noninfectious waste |
| 1. Colour coded bins m ay include but not limited to: | * Black * Yellow * Red |
| 1. Methods of waste disposal may include but not limited to | * Incineration * Autoclaving * Microwaving |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* + - Communication skills
    - Management of waste
    - Documentation
    - Identification of hospital instruments
    - Observation of safety standards

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Hospital instruments and equipment
* Introduction to diseases
* Hospital layout
* Safety practices
* Infection control
* Personal protective gears
* Waste management
* General cleaning

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:  1.1 Identified and donned protective gears  1.2 Followed hand washing procedure  1.3 Carried out hand hygiene  1.4 Performed gloving and ungloving procedure  1.5 Observed universal precautions  1.6 Disposed of Sharp objects  1.7 Carried out autoclaving procedure  1.8 Stored Instruments, Equipment and Consumables  1.9 Applied methods of controlling pests and rodents in the healthcare facility  1.10Identified hospital waste and segregated hospital waste  1.1I Identified various hospital waste disposal methods |
| 1. Resource implications | The following resources must be provided  2.1 Personal Protective Gear   * 1. Work place or assessment environment   2. OSHA copy   2.4 Student file  2.5 Student logbook |
| 1. Methods of assessment | Competence maybe assesses through:   * 1. Portfolio assessment   2. Interview   3. Cases studies/situation   4. Practical   5. Observation |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in closely simulated work [lace environment |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |

# PERFORM HOSPITAL HOUSEKEEPING PROCEDURES

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

**UNIT DESCRIPTION**

This unit standard specifies the competences required in 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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Plan and prepare for housekeeping procedures | * 1. ***Personal Protective Gear*** are donned as per WHO guidelines   2. ***Housekeeping procedure*** is identified   3. ***Materials*** are identified and gathered according to the housekeeping procedure identified |
| 1. Perform dusting procedure | * 1. Dusting of various **surfaces** and **equipment** is carried out   2. Damp dusting is done in accordance with the SOP laid down in the HSS training manual |
| 1. Perform cleaning procedure | 1. **Signage** is done as per the OSH standards 2. Cleaning is carried out as per the OSH standards and SOP 3. Cleaned **site** is rearranged according to workplace policy and OSH standards |
| 1. Carry out laundry duties | * 1. Dirty linen are collected in accordance to the SOP and OSH standards   2. Dirty linen are transported to the laundry department in accordance to the SOP and OSH standards   3. Dirty Linen is sorted in accordance to the SOP and OSH standards   4. **Laundry procedures** are executed according to SOP and OSH standards   5. Clean linen is delivered and distributed to the wards and folding is done in accordance with the SOP   6. Damaged linen are identified and disposed as per work place policy and Public health guidelines |
| 1. Wind up housekeeping procedure | * 1. **Documents** and registers are maintained as per work place policy and SOPs   2. Dispose of waste as per work place policy and public health guidelines |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Personal Protective equipment may include but not limited to | * Gowns * Gloves * Face Masks * Boots * Goggles * Headcaps |
| 1. Housekeeping procedure may include but not limited to: | * Cleaning * Wet Dusting * Damp dusting * Laundry |
| 1. Materials may include but not limited to: | * Jik * Soap * Bloom * Buckets |
| 1. Surfaces may include but not limited to: | * Bench * Bed * Patient cupboard * Window panes |
| 1. Equipment may include but not limited to: | * Wheel chairs * Stretchers * Drip stands |
| 1. Signage may include but not limited to: | Any visible notice indicating;   * Wet floor * Cleaning in progress * Slippery floor |
| 1. Site may include but not limited to: | * Corridors * Wards * Consultation rooms |
| 1. Color -coded disposal bins may include but not limited to: | * Red, yellow and black bins/plastic bags as per WHO standards |
| 1. Laundry procedure may include but not limited to: | * Manual washing procedure * Machine washing procedure |
| 1. Documents may include but not limited to : | * Stock in * Stock out |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* Communication skills
* Operating laundry machine
* Cleaning procedures
* Manage of waste
* Documentation
* Identification of hospital equipment
* Observation of safety standards

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Hospital instruments and equipment
* Types of Hospital linen
* Hospital layout
* Occupational Safety and Health Standards
* Inventory documents in housekeeping

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:  1.1 Identified and donned Personal Protective Gear  1.2 identified Housekeeping procedure  1.3 identified and gathered materials in housekeeping  1.4 Dusted surfaces and equipment  1.5 Performed Signage  1.6 Performed cleaning  1.7 Carried out laundry procedures  1.8 Documented and maintained registers  1.9 Disposed of waste |
| 1. Resource implications | 1the following resources must be provided  2.1 Personal Protective Gear  2.2 Work place or assessment environment   * 1. OSHA copy   2.4 Student file |
| 1. Methods of assessment | Competence maybe assesses through:   * 1. Portfolio assessment   2. Interview   3. Case studies/situation   4. Practical |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in closely simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |

# PERFORM OUTPATIENT AND INPATIENT SUPPORTIVE SERVICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Plan and prepare for inpatient and outpatient procedures | * 1. ***Protective gear*** is identified according to WHO   2. Protective gear is used according to WHO   3. ***Inpatient and outpatient procedures*** are identified |
| 1. Participate in triaging process | 1. Rapport with patient, healthcare providers as well as their family members is created as per SOPs 2. Patients are escorted to the triaging area as per SOPs and work place set up 3. Patient needs are identified and assessed as per SOPs 4. ***Vital signs*** are taken as per the SOPs 5. Assistance in escorting of patients to the relevant department is offered 6. Assistance in escorting clients and relatives to the right destination within the hospital is done |
| 1. Participate in patient admission process | 1. Patients to be admitted is received from the clinician 2. Execution of ***admission instructions*** from the nurse or clinician is carried out. 3. Relatives are guided during admission as per work place policy and SOPs 4. 3.4 Assistance in orientating the patient to the ward environment is carried out as per workplace policy |
| 1. Provide patient care activities | 1. ***Patient care activities*** are identified as per the workplace and WHO 2. Specific ***patient care*** procedures are performed as per the SOPs 3. Patient beds are made as per the SOPs 4. Oral hygiene is performed as per the SOPs 5. Perineal hygiene is performed as the SOPs 6. ***Vital signs*** are taken and recorded as per the SOPs 7. ***Tube feeding*** is done as per the SOPs 8. Bed bathing is carried out as per the SOPs 9. Specimen handling is carried out as per the SOPs 10. Dental care assistance is offered as per instructions given 11. Eye services assistance is offered as per instructions given 12. Physiotherapy services assistance is offered as per the SOPs |
| 1. Participate in the discharge process | 1. Patient to be discharged is identified s per work place policy and SOPs 2. Discharge process supported in accordance with the hospital guidelines 3. Patient escort after discharge is done s per work place policy and SOPs |
| 1. Perform home based care procedures | * 1. ***Patient*** to be offered home based care is identified   2. ***Required home based care*** procedure is identified   3. Required home based care procedure is performed as per the SOPs |
| 1. Evaluate patient care activities | * 1. Outpatient and inpatient services are analysed as per the workplace quality policy   2. Outpatient and inpatient incidences are identified and addressed as per the organogram   3. ***Home based care*** activities are evaluated |
| 1. Wind up patient care activities | 1. Recyclable material and equipment are stored as per the workplace policy 2. 8.2 Used consumables are segregated and disposed off as per the public health guidelines and workplace policies |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Protective gear may include but not limited to: | * White coat * Gloves |
| 1. Inpatient and outpatient procedures may include but not limited to: | * Admission procedure * Measuring of vital signs * Taking weight and height * Bed making * Bedbath * Discharge process |
| 1. Vital signs may include but not limited to: | * Blood pressure * Temperature * Pulse * Respiration |
| 1. Admission instructions may include but not limited to: | * Documentation details * Work up tests * Initial deposits * Personal items needed * Medical orders * Basic initial procedures; vital   signs, cannulation |
| 1. Patient care activities may include but not limited to: | * Bed bathing * Oral hygiene * Perineal hygiene * Vital signs * Tube feeding * Bed making * Specimen handling * Physiotherapy procedures * Dental care * Eye care |
| 1. Elimination equipment may include but not limited to: | * Urinals * bedpans |
| 1. Discharge instructions may include but not limited to: | * Care after discharge * Drug compliance * Post discharge clinic schedules * Health problems to watch * Health messages on personal care * Life style changes |
| 1. Basic daily routines may include but not limited to: | * Bed making * Personal hygiene * Monitoring of clinical parameters * Taking of blood samples * Medical examination * Treatment of wounds * Rehabilitative and therapeutic diagnostic evaluation, * Possible discharge and admission, lunch service. |
| 1. Home based care activities may include but not limited to : | * Feeding * Bed bathing * Ambulation * Dressing * Oral care * Hygiene maintenance * Turning the patient |
| 1. Home-based care patient may include but not limited to: | * Senile patients * Elderly patients * Chronically ill patients * Disabled patients * Immobile patients |
| 1. Professional ethics may include but not limited to: | * Patients confidentiality * Honesty * Trustworthiness * Loyalty * Respect for others * Adherence to the law * Doing good and avoiding harm to others * Accountability |
| 1. Types of specimen may include but not limited to: | * Blood * Urine * Stool * Pus swab * Sputum * Surgical drain fluids * Tissue biopsies |
| 1. Specimen containers may include but not limited to: | * Blood bottle tubes * Urine bottles * Sterile container for sputum |
| 1. Consumables may include but not limited to: | * Syringes * Needles * Sutures * Tubing * Catheters * Gloves * Masks * adhesives and sealants for wound dressing |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* Communication skills
* Interpersonal skills
* Observational skills
* Waste management
* Documentation
* Vital signs observations
* Infection prevention

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Observation of vital signs
* Triaging
* Admission and discharge process
* Outpatient and inpatient procedures
* Patient safety and comfort procedures
* Universal professional ethics
* Hospital documents
* Infection prevention measures
* Methods of specimen collection
* Waste management
* Admission and discharge policy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and Used protective gear   2. Identified Inpatient and outpatient procedures   3. Identified patients to be triaged   4. Escorted patients to the triaging area   5. Took Vital signs   6. Offered escorting of patients to the relevant department   7. Assisted in escorting clients and relatives to the right destination within the hospital   8. Identified Patients to be admitted   9. Executed of admission instructions from the nurse   10. Executed patient care activities   11. Evaluated outpatient and inpatient procedures   12. Assisted in guiding relatives during discharge process is carried out as per workplace policy   13. Offered Assistance in orientating the patient to the ward environment   14. Identified Patient to be discharged   15. Executed discharge instructions from nurse   16. Offered Assistance in the discharge process of a patient in accordance with the hospital guidelines   17. Offered Assistance in escorting the patient after discharge is done   18. Identified home based care   19. Perfumed home based care procedure |
| 1. Resource implications | The following resources must be provided  2.1 Personal protective gear  2.2 Patient monitoring tools  2.3 Workplace policy  2.5 Work place or assessment environment   * 1. Universal code of ethics guidelines   2. Standard operating procedures |
| 1. Methods of assessment | Competence maybe assessed through:  3.1 Portfolio assessment   * 1. Practical   2. Oral assessments   3.5 Written tests |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in closely simulated work[lace environment |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |

# PERFORM MORTUARY TECHNIQUES

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

**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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Prepare and plan to undertake mortuary procedures | * 1. ***Personal Protective*** gear is donned as per work place policy and SOPs   2. Mortuary procedure to be performed is identified s per work place policy and SOPs   3. Requirements for mortuary procedure to be performed s per work place policy and SOPs   4. Requirements are identified and gathered s per work place policy and SOPs |
| 1. Perform body preparation procedures | * 1. Dead body is received in line with s per work place policy and SOPs   2. ***Jewellery*** or ***property***, removed from the deceased whilst in the mortuary per work place policy and SOPs   3. Body cleaning done in accordance to s per work place policy and SOPs   4. Arterial embalming performed in accordance to the facility procedures   5. Cavity embalming performed in accordance to the HSS training manual and the facility set procedures   6. Cosmetic features are done in accordance to the facility guidelines   7. Assistance in carrying out post-mortem procedure are done in accordance with SOP and facility guidelines |
| 1. Evaluate mortuary procedures | * 1. ***Mortuary procedures*** verified as per the SOP and workplace policy   2. Mortuary incidences identified are dealt with according to s per work place policy and SOPs |
| 1. Winding up mortuary procedures | 1. Body is discharged in line with the facility guidelines 2. Mortuary and body fridges are cleaned in accordance to the WHO guidelines 3. ***Relevant documentation*** is completed and all mortuary records are kept up to date 4. Communication is disseminated to relevant persons 5. Waste is segregated and stored for disposal |

**Range**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Personal protective gear may include but not limited to | * Gumboots * White coat * Gloves |
| 1. Documents or records may include but not limited to | * Admission register * Discharge register * Mortuary register |
| 1. Mortuary cleaning procedures may include but not limited to : | * Dusting * Damp dusting * Freeze clean up |
| 1. Mortuary procedures requirements may include but not limited to : | * Jik * Soap * Surgical knives * Autopsy weighing scales * Postmortem needles * Bone cutting forceps * Rib shears * Postmortem saws * Dissecting scissors * Wheel chairs * Stretchers * Drip stands |
| 1. Body preparation procedures may include but not limited to: | * Embalming * Preparation for autopsy * Dressing the body * Positioning the body |
| 1. Embalming procedures may include but not limited to: | * Arterial embalming * Cavity embalming |
| 1. Cosmetic procedures may include but not limited to: | * Washing the body * Shaving the body * Applying facial make up |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* + - Communication skills
    - Performing embalming procedures
    - Cleaning procedures in the mortuary department
    - Documentation
    - Assisting in carrying out autopsy procedure
    - Identification of postmortem procedures
    - Observation of safety standards
    - Manage mortuary waste

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Autopsy tools
* Mortuary layout
* Occupational Safety and Health Standards
* Mortuary documents
* Basic human anatomy

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Donned PPE for mortuary procedures 2. identified and gathered requirements for mortuary procedures 3. Received deceased in accordance to the facility guidelines and policy 4. Removed Jewellery or property from the deceased whilst in the mortuary 5. Cleaned body 6. Performed arterial embalming 7. Perfumed Cavity 8. Carried out cosmetic features 9. Carried out post-mortem procedure 10. Completed relevant documentation 11. Secured deceased property 12. Prepared deceased for viewing/identification 13. Cleaned mortuaries and body fridges 14. Verified mortuary procedures 15. Reported mortuary procedure incidences 16. Discharged body 17. Segregated and stored mortuary waste |
| 1. Resource implications | The following resources should be provided:   1. Personal Protective Gear 2. Work place or assessment environment 3. OSHA copy 4. Autopsy tools 5. waste disposal bins |
| 1. Methods of assessment | Competence maybe assesses through:   * 1. Portfolio assessment   2. Case studies/situation   3. Practical   4. Observation   5. Third Party Reports   6. Written |
| 1. Context of assessment | 1. Competence maybe assessed on the job, off the job or a combination of these. 2. Off the job assessment must be undertaken in closely simulated workplace environment 3. Assessment shall be observed while tasks are being undertaken whether individually or in-group |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |

# SUPPORT HOSPITAL STORE PROCEDURES

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

**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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Plan and prepare for supportive procurement and inventory services | 1. Protective gear is identified and donned SOPs and work place set up 2. Materials are identified and gathered SOPs and work place set up |
| 1. Perform supportive procurement | 1. Medical supplies that need to be replenished are identified as per SOPs and work place set up 2. Support ***facility******procurement*** procedures as per SOPs and work place set up |
| 1. Perform supportive inventory and storage procedures | * 1. Identified hospital supplies to be entered in the inventory   2. Entered medical supplies into the inventory   3. Assist in removing **unwanted medical supplies** from inventory as per the SOP and hospital guidelines   4. Hospital supplies are stored in accordance with the SOP and facility guidelines |
| 1. Support hospital supplies distribution procedures | 1. Departmental request orders are identified 2. Departmental request orders are sorted 3. Departmental orders are dispatched |
| 1. Evaluate supportive store procedures | 1. PC 5.1 Facility store procedures verified as per the workplace policy and SOP 2. Facility store incidences are identified and attended to |
| 1. Wind up supportive facility store procedures | * 1. Facility store documents are confirmed   2. Facility store documents are maintained   3. Faculty store waste is segregated and stored |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | ***Range*** |
| 1. Medical supplies may include but not limited to: | * Consumables * Reagents * Drugs * Linen |
| 1. Procurement procedures may include but not limited to: | * Confirmation of what is supplied * Identifying any problem with placed orders * Monitoring delivery of orders * Receiving of goods |
| 1. unwanted hospital supplies may include but not limited to : | * Expired * Discontinued * slow moving * overstocked supplies |
|  | |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* + - Communication skills
    - Supplies identification
    - Record keeping
    - Stock taking
    - Receiving of materials
    - Issuing of materials
    - Documentation

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Replenished medical supplies 2. Entered identified hospital supplies to be in the inventory 3. Entered medical supplies into the inventory 4. Assisted in removing unwanted medical supplies from 5. Hospital supplies are stored in accordance with the SOP and facility guidelines 6. Identified Departmental request orders are 7. Sorted departmental request orders 8. Confirmed Depart Facility store documents 9. Maintained facility store documents 10. Dispatched departmental orders |
| 1. Resource implications | The following resources must be provided   1. Communication resources 2. Work place or assessment environment 3. Support 4. Stationery 5. Student file |
| 1. Methods of assessment | Competence maybe assessed through:   * 1. Portfolio assessment   2. Interview   3. cases studies/situation   4. Practical |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in closely simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |

# SUPPORT HOSPITAL CATERING SERVICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Plan and prepare for hospital catering services | * 1. **Personal protective equipment** are identified and used as per Occupation Safety and Health (OSH) guidelines   2. **Hospital catering service**s are identified as per work place set up   3. **Requirements** for hospital catering services are identified and gathered as per the catering services   4. **Roles and responsibilities** assigned for hospital catering services are identified as per **hospital** **catering organogram** and OSH Act |
| 1. Deliver hospital catering services | * 1. Hospital catering services are categorized for delivery as per work place set up and OSH guidelines   2. Specific **hospital catering service procedure** is followed as per work place policy and OSH guidelines   3. **Special client’s or unit’s needs** are recognized and attended to as per hospital catering policy and work place set up |
| 1. Monitor and evaluate hospital catering services | 1. Specific hazards are identified according to OSH act and work place policy 2. Hazard indicators are monitored as per work place set up and OSH Act 3. Risks are evaluated and categorized according to OSH act and work place policy 4. Risk Control measures are identified and implemented as per work place set up and OSH Act 5. Specific wastage aspects are identified as per the 6. hospital catering service and work place policy 7. Specific wastage control measures are identified and implemented as per work place policy and OSH act 8. Hospital catering incident is identified and reported to appropriate personnel as per hospital catering services organogram 9. Hospital catering services are reviewed and improved as per the work place policy and WHO |
| 1. Wind-up hospital catering services | 1. Hospital catering equipment and tools are assorted and cleaned as per the OSH guidelines and work place set up 2. Hospital catering unit is cleaned and cleared as per OSH guidelines and work place policy 3. Waste is identified and stored for disposal as per OSHA and work place set up 4. Recyclable materials are assorted and stored as per manufacturer’s instructions, OSH guidelines and workplace policy. 5. Hospital catering services are recorded as per work place policy and work place set up 6. Hospital catering services reports are prepared and disseminated to relevant personnel as per the catering organogram 7. Waste is disposed of in regard to WHO and OSHA |

**RANGE**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Personal protective equipment may include but not limited to; | * Gowns * Gloves * Face Masks * Boots * Goggles * Apron * Head-caps * Coverall |
| 1. Hospital catering services may include but not limited to: | * Menu planning * Meal planning * Producing meals * Meal preparation * Food procuring * Meal serving |
| 1. Requirements for hospital catering services may include but not limited to; | * Food ingredient * Utensils * Crockery * Trolley * Kitchen wheelbarrow |
| 1. Roles and responsibilities may include but not limited to: | * Serving meals to patients and guests * Delivering meals to department offices * Procure food * Serving meals to the staffs * Setting up staff lounge/cafeteria |
| 1. Organogram may include but not limited to; | * An intuitive reflection of organization structure, one of the most common diagrams to illustrate the relationships among departments, superiors, and subordinates vividly and briefly. * It is defined as a top-bottom, with icon list, flow- diagram which can automatically increase the vertical level. |
| 1. Hospital catering service process/procedure may include but not limited to: | * Procedure for meal preparation * Procedure for meal planning * Process for procuring food * Cleaning procedure for utensils * Food handling procedure |
| 1. Special client’s or unit’s needs may include but not limited to: | * Special patient’s diet * Special guest’s diet * Urgent departmental item * Specialized Unit supplies |
| 1. Hazards may include but not limited to: | * Physical * Chemical * Physiological * Psychological |
| 1. Hazard indicators may include but not limited to: | * Obnoxious smell * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. Hazard control measures may include but not limited to: | * Eliminate the hazard (i.e., get rid of the faulty machine * Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the faulty machine with a safer one) * Use administrative controls to reduce the risk (i.e. give training on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) * Use engineering controls to reduce the risk (i.e. use safety guards to machine) * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Wastage aspects may include but not limited to: | * Food spoilage * Food Left overs * Leaking water taps * Faulty meters * Faulty scales |
| 1. Wastage control measures may include but not limited to: | * Repair of faulty scales * Minimize costings * Budgeting * Refreshing courses |
| 1. Tools and equipment may include but not limited to: | * Kitchen wheelbarrow * Detergents * Mopers * Chopping boards and tables * Utensils * Crockery * Sinks |
| 1. Incident may include but not limited to: | * Falls * Cuts and injuries * Burns and scalds * Gas leakage |

**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate the following skills:

* Skills on preliminary identification of workplace hazards/risks
* Critical thinking skills
* Observation skills
* Coordinating skills
* Communication skills
* Interpersonal skills
* Troubleshooting skills
* Presentation skills
* Training skills
* Catering skills
* Digital skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Hospital catering services
* Principles and objectives of hospital catering services
* Hospital catering process
* Catering wastage aspects and challenges
* Recognizing patients’ dietary needs
* Food handling techniques
* Food spoilage and contamination
* Menu and meal planning
* Food safety and hygiene
* Meal preparation
* Hospital layout
* Hospital catering layout
* Catering equipment and requirements
* Hospital catering organogram
* Hospital policies - nutritional policy, catering policy, waste management policy etc
* Co-ordination of catering work flow chart
* General OSH Principles
* Hospital catering issues and incidents
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and used Personal protective equipment   2. Identified and categorized Hospital catering service for delivery   3. Identified and gathered requirements for hospital catering services   4. Identified and executed roles and responsibilities assigned for hospital catering services   5. Followed specific hospital catering service procedure   6. Recognized and attended to special client’s or unit’s needs   7. Identified specific Hazards and risks in hospital catering services   8. Identified and implemented Hazard Control measures   9. Identified and implemented Specific wastage control measures   10. Reviewed and improved hospital catering services   11. Assorted and cleaned Hospital catering equipment, tools and units   12. Identified and stored waste for disposal   13. Assorted and stored Recyclable materials   14. Prepared and disseminated Hospital catering services reports to relevant personnel   15. Disposed off hospital catering Waste |
| 1. Resource Implications | The following resources should be provided:  2.1 Workplace or assessment location  2.2 OSH personal records  2.3 PPE  2.4 Health records |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Portfolio Assessment   2. Practical or simulated demonstration   3. Interview/orals   4. Written   5. Case Study/Situation   6. Role plays   7. Observation/Demonstration |
| 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# SUPPORT HOSPITAL STORE PROCEDURES

**UNIT CODE:** MED/OS/HSS/CR/07/5/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to support hospital store procedures. It involves planning and prepare for supportive procurement and inventory services, performing supportive procurement, performing supportive inventory and storage procedures, supporting hospital supplies distribution procedures, evaluating supportive store procedures and winding up supportive facility store procedures.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| Elements  These describe the key outcomes which make up workplace function.  Active voice is used to describe elements. | Performance Criteria  These are assessable statements which specify the required level of performance for each of the elements.  *Passive voice is used to describe performance criteria* |
| 1. Plan and prepare for supportive procurement and inventory services | 1. Protective gear is identified and donned 2. Materials are identified and gathered |
| 1. Perform supportive procurement | 1. Medical supplies that need to be replenished are identified 2. Support facility ***procurement procedures*** |
| 1. Performing supportive inventory and storage procedures | 1. Identified hospital supplies to be entered in the inventory 2. Entered medical supplies into the inventory 3. Assist in removing ***unwanted medical supplies*** from inventory as per the SOP and hospital guidelines 4. Hospital supplies are stored in accordance with the SOP and facility guidelines |
| 1. Support hospital supplies distribution | 1. Departmental request orders are identified 2. Departmental request orders are sorted 3. Departmental orders are dispatched |
| 1. Evaluate supportive store procedures | 1. Facility store procedures verified as per the workplace policy and SOP 2. Facility store incidences are identified and attended to |
| 1. Wind up supportive facility store procedures | 1. Facility store documents are confirmed 2. Facility store documents are maintained 3. Faculty store waste is segregated and stored |

**Range**

This section provides work environments and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

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| **Variable** | ***Range*** |
| 1. Medical supplies may include but not limited to: | * Consumables * Reagents * Drugs * Linen |
| 1. Procurement procedures may include but not limited to: | * Confirmation of what is supplied * Identifying any problem with placed orders * Monitoring delivery of orders * Receiving of goods |
| 1. Unwanted hospital supplies may include but not limited to : | * Expired * Discontinued * slow moving * overstocked supplies |
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**REQUIRED SKILLS AND KNOWLEDGE**

This section describes the skills and knowledge required for this unit of competency.

**Required Skills**

The individual needs to demonstrate ability in;

* + - Communication skills
    - Supplies identification
    - Record keeping
    - Stock taking
    - Receiving of materials
    - Issuing of materials
    - Documentation

**Required knowledge**

The individual needs to demonstrate knowledge of:

**EVIDENCE GUIDE**

This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range.

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| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Replenished medical supplies 2. Entered identified hospital supplies to be in the inventory 3. Entered medical supplies into the inventory 4. Assisted in removing unwanted medical supplies from 5. Hospital supplies are stored in accordance with the SOP and facility guidelines 6. Identified Departmental request orders are 7. Sorted departmental request orders 8. Confirmed Depart Facility store documents 9. Maintained facility store documents 10. Dispatched departmental orders |
| 1. 2.Resource implications | The following resources must be provided   * 1. Communication Resources   2. Work place or assessment environment   3. Support   4. Stationery   5. student file |
| 1. Methods of assessment | Competence maybe assessed through:   * 1. Portfolio assessment   2. Interview   3. cases studies/situation   4. Practical |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in closely simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |