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**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**CHRISTIAN MINISTRY**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

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

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

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

It is my conviction that this curriculum will play a great role towards development of competent human resource for Religion sector’s growth and 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 a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Christian Ministry Sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

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

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

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGMENT

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

The process began with a request by Nairobi Pentecostal Bible College (NPBC) to initiate a TVET competency-based curriculum for a Christian Minister. I appreciate the following organisations which had input in the development of the curriculum and Occupational Standards for a Christian Minister: Elevation Churches Kenya, Full Gospel Churches Of Kenya, Equipping Church Leaders International, Enoch Celebration Churches, East Africa Pentecostal Churches, Ekklessia Bible College, Word Of Life Churches and Ministries, Impact Leadership Training Institute, Evangelical Alliance of Kenya(EAK), Bisset Bible College-Narok, Christian Foundation Fellowship, Soul Harvesters Churches International, Life Hope Ministries, Hope Restoration Church International, World Concern Africa Office, Bethel Church, PEFA Church, Glory Outreach Assembly, Africa Inland Church, National Council of Christian Churches of Kenya (NCCK), Vision Evangelistic Ministries, National Congress of Pentecostal Churches (NCPC), Life Hope Ministries and Deliverance Church International among others. I recognize with appreciation the role of the Christian Ministry Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Christian ministry sector for their valuable input and all those who participated in the process of developing this curriculum.

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CBET Competency Based Education and Training

CHM Christian Ministry

CR Core Competency

CU Curriculum

EMCA Enviromental Magement Cordination Act

HIV Human Immuno defficiency virus

ICT Information Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

MoE Ministry of Education

MIS Management Information Systems

NPO Non-Profit Organization

OS Occupational Standards

OSHA Occupational Safety and Health Act

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

PLWD People Living with Disability

REL Religion

SSAC Sector Skills Advisory Committee

SOPs Standard Operating Procedures

TNA Training Needs Assessment

TVET Technical and Vocational Education and Training

TVET CDACC TVET Curriculum Development, Assessment and Certification Council

# KEY TO UNIT CODE

**REL/CU/CHM/BC/01/6 A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# **COURSE OVERVIEW**

Christian Ministry level 6 consists of competencies that an individual must achieve to enable him/her minister the word, provide pastoral ministry, guard the faith, provide church management, provide counselling services, provide capacity building, facilitate mission work, conduct church ordinances/ceremonies as well as participate in community service.

The units of competency comprising Christian ministry Level 6 qualification include the following:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| REL/CU/CHM/BC/01/6/A | Communication Skills | 40 | 4 |
| REL/CU/CHM/BC/02/6/A | Numeracy Skills | 60 | 6 |
| REL/CU/CHM/BC/03/6/A | Digital Literacy | 60 | 6 |
| REL/CU/CHM/BC/04/6/A | Entrepreneurial Skills | 100 | 10 |
| REL/CU/CHM/BC/05/6/A | Employability Skills | 80 | 8 |
| REL/CU/CHM/BC/06/6/A | Environmental Literacy | 40 | 4 |
| REL/CU/CHM/BC/07/6/A | Occupational Safety And Health Practices | 40 | 4 |
| **Total** | | **420** | **42** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| REL/CU/CHM/CR/01/6/A | Ministering of The Word | 180 | 18 |
| REL/CU/CHM/CR/02/6/A | Provide Pastoral Ministry | 180 | 18 |
| REL/CU/CHM/CR/03/6/A | Guard the Faith | 300 | 30 |
| REL/CU/CHM/CR/04/6/A | Provide Church Management | 180 | 18 |
| REL/CU/CHM/CR/05/6/A | Provide Counselling Services | 120 | 12 |
| REL/CU/CHM/CR/06/6/A | Provide Capacity Building | 120 | 12 |
| REL/CU/CHM/CR/07/6/A | Facilitate Mission Work | 120 | 12 |
| REL/CU/CHM/CR/08/6/A | Conduct Church Ordinances/Ceremonies | 40 | 4 |
| REL/CU/CHM/CR/09/6/A | Participate in Community Service | 260 | 26 |
| REL/CU/CHM/CR/09/6/A | Industrial Attachment | 480 | 48 |
| **Total** | | **1980** | **198** |
| **GRAND TOTAL** | | **2400** | **240** |

The total duration of the course for an average trainee is 2400 hours including industrial attachment. The core units of learning are independent of each other and may be taken independently.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)

**Or**

1. Certificate in Christian Ministry Level 5

**Or**

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

**Industrial attachment**

An individual enrolled in this course will undergo **480 hours** industrial attachment at a Christian church.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Assessment**

The course will be assessed at two levels:

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

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

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in Christian Ministry Level 6, an individual must demonstrate competence in all the units of competency.

TVET CDACC will award these certificates in conjunction with the training provider.

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# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** REL/CU/CHM/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

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

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

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

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

**NUMERACY SKILLS**

**UNIT CODE:** REL/CU/CHM/BC/02/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**

This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**

1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Apply a wide range of mathematical calculations for work | * Fundamentals of mathematics * Addition, subtraction, multiplication and division of positive and negative numbers * Algebraic expressions manipulation * Forms of fractions, decimals and percentages * Expression of numbers as powers and roots | * Written tests * Assignments * Supervised exercises |
| 1. Apply ratios, rates and proportions to solve problems | * Rates, ratios and proportions * Meaning * Conversions into percentages * Direct and inverse proportions determination * Performing calculations * Construction of graphs, charts and tables * Recording of information | * Written tests * Assignments * Supervised exercises |
| 1. Estimate, measure and calculate measurement for work | * Units of measurements and their symbols * Identification and selection of measuring equipment * Conversion of units of measurement * Perimeters of regular figures * Areas of regular figures * Volumes of regular figures * Carrying out measurements * Recording of information | * Assignments * Supervised exercises * Written tests |
| 1. Use detailed maps to plan travel routes for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language * Planning of routes * Calculation of distance, speed and time | * Written * Practical test |
| 1. Use geometry to draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Evaluation of unknown angles * Use formal and informal mathematical language to describe and compare common angles * Symmetry and similarity * Use common geometric instruments to draw two dimensional shapes * Construct routine three dimensional objects from given nets |  |
| 1. Collect, organize and interpret statistical data | * + Classification of data * Grouped data * Ungrouped data   + Data collection * Observation * Recording   + Distinguishing between sampling and census   + Importance of sampling   + Errors in sampling   + Types of sampling and their limitations e.g. * Stratified random * Cluster * Judgmental   + Tabulation of data * Class intervals * Class boundaries * Frequency tables * Cumulative frequency   + Diagrammatic and graphical presentation of data e.g. * Histograms * Frequency polygons * Bar charts * Pie charts * Cumulative frequency curves * Interpretation of data | * Assignments * Supervised exercises * Written tests |
| 1. Use routine formula and algebraic expressions for work | * + Solving linear equations   + Linear graphs * Plotting * Interpretation * Applications of linear graphs * Curves of first and second degree * Plotting * Interpretation | * Assignments * Supervised exercises * Written tests |
| 8. Use common functions of a scientific calculator | * Identify and use keys for common functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result | * Written * Practical test |

**Suggested Methods of Instruction**

* Group discussions
* Demonstration by trainer
* Practical work by trainee
* Exercises

**Recommended Resources**

* Calculators
* Rulers, pencils, erasers
* Charts with presentations of data
* Graph books
* Dice

**DIGITAL LITERACY**

**UNIT CODE:** REL/CU/CHM/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** REL/CU/CHM/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 6. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**EMPLOYABILITY SKILLS**

**UNIT CODE:** REL/CU/CHM/BC/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Managing emotions * Emotional intelligence * Assertiveness versus aggressiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Setting performance targets * Monitoring and evaluating performance * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Values and beliefs * Self-development * Financial literacy * Healthy lifestyle practices * Adopting safety practices | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Public speaking * Writing skills * Negotiation skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Assertiveness * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Time concept * Punctuality and time consciousness * Leisure * Integratingpersonal objectives into organizational objectives * Resources mobilization * Resources utilization * Setting work priorities * Developing healthy relationships * HIV and AIDS * Drug and substance abuse * Managing emerging issues | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a workplace team | * Leadership qualities * Power and authority * Team building * Determination of team roles and objectives * Team parameters and relationships * Individual responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Developing healthy relationships * Maintaining relationships * Conflicts and conflict resolution * Coaching and mentoring skills | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making concept * Task allocation * Developing work plans * Developing work goals/objectives and deliverables * Monitoring work activities * Evaluating work activities * Resource mobilization * Resource allocation * Resource utilization * Proactive planning * Risk evaluation * Problem solving * Collecting, analysing and organising information * Negotiation | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Avenues for professional growth * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Managing own learning * Mentoring * Coaching * Contributing to the learning community at the workplace * Cultural aspects of work * Networking * Variety of learning context * Application of learning * Safe use of technology * Taking initiative/proactivity * Flexibility * Identifying opportunities * Generating new ideas * Workplace innovation * Performance improvement * Managing emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Critical thinking process * Data analysis tools * Decision making * Creative thinking * Development of creative, innovative and practical solutions * Independence in identifying and solving problems * Solving problems in teams * Application of problem-solving strategies * Testing assumptions * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Manage ethical performance | * Meaning of ethics * Ethical perspectives * Principles of ethics * Ethical standards * Organization code of ethics * Common ethical dilemmas * Organization culture * Corruption, bribery and conflict of interest * Privacy and data protection * Diversity, harassment and mutual respect * Financial responsibility/accountability * Etiquette * Personal and professional integrity * Commitment to jurisdictional laws * Emerging issues in ethics | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Assignments
* Q&A

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE**:REL/CU/CHM/BC/06/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency : Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling 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, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees
* Observations and comments and corrections by trainers

**Recommended Resources**

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

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** REL/CU/CHM/BC/07/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace * Gathering of OSH issues and/or concerns | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures e.g. use of PPE * Risk assessment * Contingency measures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH   programs | * Company OSH program, evaluation and review * Implementation of OSH programs * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# CORE UNITS OF LEARNING

# MINISTRY OF THE WORD

**UNIT CODE:** REL/CU/CHM/CR/01/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Minister the Word**

**Duration of Unit:** 180 hrs

**Unit Description:**

This unit covers the competencies required to effectively minister the word. It involves preparing the sermon, interpreting the bible, preaching the word, teaching the word, documenting the word and conduct bible studies.

**Summary of Learning Outcomes**

1. Prepare the sermon.

2. Interpret the Bible

3. Preach the Word

4. Teach the Word

5. Document the word.

6. Conduct Bible Studies

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Prepare the Sermon | Homiletics Theory   * What is preaching? * The preparation of a sermon * Types of sermon preparation * Types of sermons * Sermon outline * The ministry of the master * Pastors congregation * Sermons for special occasions. * Tools for sermon preparation * Sample Sermons | * Written tests * Observation * Oral questioning |
| 1. Interpret the Bible | * Bibliology: * Introduction to Bibliology * The revelation of the Bible * The inspiration of the Bible * The inerrancy of the Bible * The authority of the Bible * The illumination of the Bible * The translation of the Bible * Canonicity * Hermeneutics: * Introduction to Hermeneutics * Different Forms of Hermeneutics * General Principles of Biblical hermeneutics * Specific Principles of Biblical hermeneutics * Biblical Interpretation Process | * Written tests * Observation * Oral questioning |
| 1. Preach the Word | * Homiletics Practical: * The Minister * Delivery of different types of Sermons * Audience Analysis * Tools for sermon delivery * Presentation of the sermon | * Written tests * Observation * Oral questioning * Presentation |
| 1. Teach the Word | * Principles of Teaching and Learning: * The teacher and the Learner * Learning styles * Teaching methodologies * The Lesson Plan * Evaluation Methods * Communication skills | * Written tests * Observation * Oral questioning |
| 1. Document the Word | * Principles of Study and Research: * Introduction to Study and Research * Biblical foundations for Study and Research * Principles for Acceptable Study * Principles and processes of research * Types of Research * Writing Skills * Communication Skills * Digital Literacy * Principles of Documentation * Channels of Documentation * Legal framework for Documentation | * Written tests * Oral questioning * Project * Practicum |
| 1. Conduct Bible Study | * Bible Study Methodology * Communication skills * Biblical Cultures and contextualisation * Organisational skills * Group Dynamics * Biblical Studies | * Written tests * Oral questioning * Practicum |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures

**Recommended Resources:**

* Bible Dictionaries
* Lexicon
* Study Bibles of different versions
* Concordance
* Relevant software
* Bible Atlas

**Tools and Equipment**

* Computer
* Laptop
* Projector
* iPad/Tablet

# PASTORAL MINISTRY

**UNIT CODE:** REL/CU/CHM/CR/02/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Provide Pastoral Ministry**

**Duration of Unit:** 180 hrs

**Unit Description**

This unit specifies the competencies required to provide pastoral ministry. It involves praying for people, making disciples, guiding the flock, taking care of the needy, conducting pastoral visits and conducting pastoral visitations.

**Summary of Learning Outcomes**

1. Pray for people.

2. Make disciples

3. Guide the flock

4. Take care of the needy

5. Conduct Pastoral visits

6. Discipline the Flock

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1.Pray for people | * Biblical Theology of Prayer: * Prayer in the Old Testament * Prayer in the New Testament * Prayer in the Contemporary World | * Written tests * Observation * Oral questioning * Research work |
| 2.Make Disciples | * Discipleship: * Introduction to Discipleship * Biblical foundation for Discipleship * The Task for Discipleship * The Tools for Discipleship | * Written tests * Oral questioning * Research work |
| 3. Guide the Flock | * Pastoral Ministry * Introduction to Pastoral Ministry * The Call to Pastoral Ministry * Overview of Pastoral Letters (1 Timothy, 2 Timothy and Titus) * The Heart of a Great Pastor * The Pastor’s World * Pastor’s Work * The Pastor’s Family * Issues, Challenges and Trends in Pastoral Ministry | * Written tests * Observation * Oral questioning * Research work |
| 4.Take Care of the needy | * Community Need Assessment * Introduction * Overview of community need assessment * Plan community assessment * Resource mobilization * Creating community action plan * Resource distribution and management * Capacity building/ empowerment theories | * Written tests * Observation * Oral questioning * Research work |
| 5.Conduct Pastors Visits | * Art of the Pastoral Visitation * Introduction and Definition * Developing a visitation plan * Types of Visitation * Reasons for Pastoral visitation * Visitation ethics and discipline * General principle for visitation * Tools for Pastoral visitation * Conclusion | * Written tests * Observation * Oral questioning * Research work |
| 6.Discipline the Flock | * Character Formation, Discipline and Restoration * Introduction to Character formation, discipline and restoration * Character modification theory * Character formation theory * Discipline – definition, mode and steps * Conflict resolution skills * Restoration skills | * Written tests * Observation * Oral questioning * Research work |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures

**Recommended Resources**

* Books
* Liturgy

**Tools and Equipment**

* Laptop
* Projector
* Whiteboard and Whiteboard makers

# GUARDING FAITH

**UNIT CODE:** REL/CU/CHM/CR/03/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Guard the faith.**

**Duration of Unit:** 300hrs

**Unit Description:**

This unit covers the competencies required to guard the faith. It involves teaching Christian doctrine, practicing the faith, studying other faiths, teaching other faiths, defending Christian faith, correcting erroneous teaching and participating in interfaith dialogues.

**Summary of Learning Outcomes**

1. Teach Christian doctrine
2. Practice the faith
3. Study other faiths
4. Teach other faiths
5. Defend Christian faith
6. Correct erroneous teaching
7. Participate in interfaith dialogues

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1.Teach Christian doctrine | * Christian Doctrines (Systematic Theology) * God (Theology Proper) * Anthropology * Harmatiology * Christology * Pneumatology * Soteriology * Ecclesiology * Missiology * Eschatology * Bibliology * Apologetics * Angelology * Principles of Teaching and Learning: * The teacher and the Learner * Teaching methodologies * The Lesson Plan * Evaluation Methods | * Written tests * Observation * Oral questioning |
| 2. Practice the faith | * Statements of faith * Christian Doctrines (Systematic theology) | * Written tests * Observation * Oral questioning |
| 3. Study other faiths and other emerging religions | * Comparative Religions * Introduction to Religion * Islam * Hinduism * Buddhism * Atheism * Traditional Religions e.g. ATR * Sikhism * Judaism * Paganism * Jainism * Zoroastrian * Unitarianism * Baha’ism * New Age Movements * Cults, Sects and Occults * Definition * Biblical foundations for the study of cults & Sects * Characteristics of cults and sects * Various groups on cults and sects * Biblical response on the cults and sects * Principles of Study and Research: * Introduction to Study and Research * Biblical foundations for Study and Research * Principles for Acceptable Study * Principles and processes of research * Writing | * Written tests * Observation * Oral questioning * A research paper |
| 4. Teach other faiths | * Principles of Teaching and Learning:   + The teacher and the Learner   + Teaching methodologies   + The Lesson Plan   + Evaluation Methods   + Comparative religion   + Communication   + Principles of Documentation | * Written tests * Oral questioning * Project |
| 5. Defend Christian faith | Communication  Apologetics   * Objections to Apologetics * Reasons for studying Apologetics * Need and value of Apologetics today * Biblical basis for Apologetics * The task of Apologetics * Defining periods in the History of Apologetics * Doing Apologetics today * Issues in Christian Apologetics today | * Written tests * Oral questioning * Practicum * Projects |
| 6. Correct erroneous teaching | * Christian Doctrines * Comparative Religion * Cults and Sects | * Written Tests * Oral Questioning * Practicum |
| 7. Participate in interfaith dialogue | * Comparative Religion * Integrative Living * Conflict Resolution * Documentation * Communication * Bill of Rights in Constitution | * Written Tests * Oral Questioning * Practicum |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures

**Recommended Resources:**

* Bible
* Constitution of Kenya
* Relevant Books and Manuals
* Sacred books of other religions

**Tools and Equipment**

* Computer
* Laptop
* Projector
* Tablet

# CHURCH MANAGEMENT

**UNIT CODE:** REL/CU/CHM/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Provide Church Management**

**Duration of Unit:** 180hrs

**Unit Description:**

This unit covers the competencies required to effectively provide church management. It involved preparing church strategic plan, providing church leadership, mobilizing resources, administration of church ministries/business, coordinating church ministries, creating management information systems and managing conflict.

**Summary of Learning Outcomes**

1. Prepare Church Strategic Plan

2. Provide Church Leadership

3. Mobilize resources

4. Administer Church Business

5. Coordinate Church Ministries

6. Create Management Information Systems

7. Manage Conflict

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| * 1. Prepare Church Strategic Plan | * Strategic Planning * Church Vision * Conception of church vision * Developing the church strategic goals and objectives * Communication of church vision * Writing skills | * Written tests * Observation * Oral questioning * Projects |
| * 1. Provide Church Leadership | * Church leadership. * Defining leadership. * Foundations for leadership   -Biblical  -Psychological  -Sociological   * Different types of leadership. * The Character of a Leader * The concept of church leadership * The functions of leadership. * Competence in Leadership | * Written tests * Observation * Oral questioning * Projects |
| * 1. Mobilize resources | * Resource Mobilisation * Human resource * Financial resources * Spiritual resources * Resource Management * Utilization of church resources. * Accountability of church resources. | * Written tests * Observation * Oral questioning * Projects |
| * 1. Administer Church Business | * Management skills. * Church Business * Church administration. * Church Governance * Organizational skills. * Networking. * Planning. * Resource Management | * Written tests * Observation * Oral questioning * Project |
| * 1. Coordinate Church Ministries | * Philosophy of Children Ministry * Youth ministry * Adult Christian Education * Special Groups Ministries * Ministry to widows, PLWD, LGBT, Single parents etc. * Other Ministries | * Written tests * Oral questioning * Project |
| * 1. Create Management Information Systems | * Management Information Systems (IMS) * Definition of IMS * Features of IMS * Installation of IMS * Use of IMS * Analysis of IMS * Digital Literacy * Introduction to Information and Communication Technology (ICT) | * Written tests * Oral questioning * Project |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures
* Videos

**Recommended Resources:**

* Study Bibles of different versions
* Relevant software
* Management and Leadership Text Books

**Tools and Equipment**

* Computer
* Laptop
* Projector
* iPad
* Tablet

# PROVIDING COUNSELING SERVICES

**UNIT CODE:** REL/CU/CHM/CR/05/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Provide counselling services**

**Duration of Unit:** 120 hours

**Unit Description**

This unit covers the competencies required to provide counselling services. It involved preparing to provide counselling services, providing counselling services, evaluating counselling services and terminating counselling services.

**Summary of Learning Outcomes**

1. Prepare to provide counselling services
2. Provide counselling services
3. Evaluate counselling services
4. Terminate counselling services

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Prepare to provide counselling services | * Counselling protocols * Counselling tools * Intake process * Contracting * Counselling room | * Written * Oral * Observation * Audio-visual |
| 1. Provide counselling services | * Counselling protocols * Client assessment * Treatment planning * Individual counselling * Group counselling * Human development * Process of counselling * Relationship building * Abnormal psychology * Introduction to psychology * Theories of counselling * Group theories * Counselling skills * Contextual issues | * Oral * Observation * Audio-visual * Written * Case studies |
| 1. Evaluate counselling services | * Evaluation instruments * Counsellor supervision * Ethical and legal standards * Client referral * Personal development * Continuum of care | * Oral * Observation * Audio-visual * Written |
| 1. Terminate the counselling services | * Termination * Documentation * Client discharge | * Oral * Written * Audio-visual * observation |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Expressive arts
* Role play
* Case study
* Audio/visual

**Recommended Resources**

* Expressive art materials
* Case studies
* Audio-visuals
* Audio-visual equipment
* Assistive devices

# CAPACITY BUILDING

**UNIT CODE:** REL/CU/CHM/CR/06/6/A

This unit addresses the unit of competency: **Capacity building**

**Duration of Unit:** 120 hrs

**Unit description**

This unit covers the competencies required to provide capacity building. It involves conducting training needs assessment (TNA), training leaders and church workers, creating awareness in topical issues, empowering members, inducting new members, providing mentorship/coaching and building teams.

**Summary learning outcomes**

1. Conduct training needs assessment – TNA
2. Train leaders and church workers
3. Create awareness in topical issues
4. Empower members
5. Induct new members
6. Provide mentorship/coaching
7. Build teams

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Conduct training needs assessment - TNA | * Research and Study methods * Development of research methodologies * Data collection and documentation skills. * Communication skills * Public relations skills * Understanding culture * Legal implications for research | * Written tests * Observation * Oral questioning * Project * Practicum |
| 1. Train leaders and church workers | * Christian leadership * What leadership is and is not. * General rules and guidelines of leadership * Biblical foundations of leadership * Styles of leadership * Communication skills * Public relations skills * The heart of a leader * Leading difficult people * Leadership and administration * Leadership and management * Conflict resolution and management | * Written tests * Observation * Oral questioning * Project * Practicum |
| 1. Create awareness in topical issues | * Bible and contemporary issues * Cross cultural communication * Bible and culture * Communication * Public relations * Christian ethics * Basic Christian counseling | * Written tests * Observation * Oral questioning * Project |
| 1. Empower members | * Principles of empowerment * Entrepreneurship * Introduction to sociology * Spiritual formations * Human relations * Teaching methodologies * Communication * Social networking | * Written tests * Observation * Oral questioning |
| 1. Induct new members | * Principles of church management * Church management * Discipleship * Public relations * Understanding culture * Bible doctrines * Christian ministries | * Written tests * Oral questioning * Project |
| 1. Provide mentorship/coaching | * Principles of biblical mentorship * Interpersonal skills * Role modeling * Christian disciplines * Management | * Written tests * Oral questioning * Practicum |
| 1. Build teams | * Principles of leadership * Group dynamics * Interpersonal skills * Human relations * Cross cultural skills * Communication skills | * Written tests * Oral questioning * Project |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures
* Videos

**Recommended Resources:**

* Bible Dictionaries
* Relevant software
* Communications manuals
* Public relations manuals
* Community development manuals
* Relevant Books

**Tools and Equipment**

* Computer
* Laptop
* Projector
* iPad
* Tablet
* Flipcharts
* White Board

# MISSION WORK

**UNIT CODE:** REL/CU/CHM/CR/07/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Facilitate Mission Work**

**Duration of Unit:** 120hours

**Unit Description**

This unit specifies the competencies required to facilitate mission work. It involves creating awareness on mission, sending mission workers, supporting missionary work, facilitating cross-cultural integration, responding to the community needs, evangelizing the unreached and planting churches.

**Summary of Learning Outcomes**

1. Create awareness on mission work.

2. Send mission workers

3. Support mission work

4. Facilitate cross-cultural integration

5. Respond to community needs

6. Evangelize the unreached

7. Plant Churches

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Create awareness on mission work | * Introduction to Missiology: * Introduction * Grand Biblical narrative * Mission in the Old Testament * Mission in the New Testament * Christian Mission in the Contemporary World * Mission and the Culture | * Written tests * Observation * Oral questioning * Research work |
| 2. Send mission workers | * Bible and the Mission: * Introduction * Approach to the World Missions * The Great Commission: God’s Plan to the Worldwide Mission * Church Spiritual Resources for the Mission Task * Biblical Pattern for the Worldwide Mission * The Practice of Mission | * Written tests * Observation * Oral questioning * Research work |
| 3. Support mission work | * Mission and Networking: * Introduction * Resources Mobilization * Communication * Proposal Development and Writing Skills * Bookkeeping and Record Skills * Basic Entrepreneurship Skills | * Written tests * Observation * Oral questioning * Research work |
| 4. Facilitate cross-cultural integration | * Cross-Cultural Communication: * Culture and Biblical Principles * Worldview and Biblical Principles * Behavioural Patterns and Social Ethics | * Written tests * Observation * Oral questioning * Research work |
| 5. Respond to community needs | * Community Need Assessment: * Introduction * Biblical basis for community care * Overview of community need assessment and analysis * Resource mobilization for community care * Community action plan * Resource distribution and management * Capacity building/ empowerment | * Written tests * Oral questioning * Research work |
| 6. Evangelize the unreached | * Evangelism and Discipleship: * Introduction to Evangelism and Discipleship * Biblical foundation for Evangelism and Discipleship * Evangelism and Discipleship in the Old Testament * Evangelism and Discipleship in the New Testament * Evangelism and Discipleship in the Contemporary World * Fulfilling the mandate of Evangelism and Discipleship | * Written tests * Observation * Oral questioning * Research work |
| 7. Plant Churches | * Church Planting: * Introduction to Church Planting * Structure and function of the Church in New Testament context * Steps of Church Planting * Cultural engagement * Spiritual Formation, Mentoring and Disciple-making * Church Governance and Leadership Structures | * Written tests * Observation * Oral questioning * Research work |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures

**Recommended Resources**

* Books on Missions, cross cultural mission
* Mission Manuals

**Tools and Equipment**

* Laptop
* Projector
* Whiteboards
* Flip Charts

**CHURCH ORDINANCES AND CEREMONIES**

**UNIT CODE:** REL/CU/CHM/CR/08/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Conduct Church Ceremonies and Ordinances**

**Duration of Unit:** 40 hrs

**Unit Description:**

This unit covers the competencies required to conduct church ordinances and ceremonies. It involves dedicating babies, baptizing converted believers, officiating weddings, administering Holy Communion, ordaining Church workers, dedicating property and burying the dead.

**Summary of Learning Outcomes**

1. Dedicating babies

2. Baptising converted believers

3. Officiating weddings

4. Administer holy communion

5. Ordain church workers

6. Dedicate property

7. Bury the dead

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Dedicating Babies | * Church Ceremonies * Biblical Foundation * Cultural perspectives * Church Liturgy | * Written tests * Observation * Oral questioning |
| 1. Baptising converted believers | * Church Liturgy * Church Ceremonies | * Written tests * Observation * Oral questioning |
| 1. Officiating Weddings | * Church Ceremonies * Biblical Foundation * Conducting Weddings | * Written tests * Observation * Oral questioning |
| 1. Administer Holy Communion | * Church Ceremonies | * Written tests * Observation |
| 1. Ordain Church Workers | * Church Ceremonies | * Written tests * Oral questioning |
| 1. Dedicate Property | * Church Ceremonies | * Written tests * Oral questioning * Observation |
| 1. Bury the Dead | * Church Ceremonies | * Written Tests * Observation |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures

**Recommended Resources:**

* Church Manual of Ceremonies
* Bible
* Hymn books

**Tools and Equipment (include but not limited to:)**

* Computer
* Laptop
* Projector
* iPad
* Tablet
* Priestly garments
* Holy Communion emblems

# COMMUNITY SERVICE

**UNIT CODE:** REL/CU/CHM/CR/09/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **Participate in community activities.**

**Duration of Unit:** 260 hours

**Unit description**

This unit covers the competencies required to participate in community service. It involved networking with the community, attending community events, offering spiritual guidance, educating the community, initiating community projects, providing community services, advocating for others and providing humanitarian support to the community.

**Summary of Learning Outcomes**

1. Net working with the community
2. Attending community events
3. Offering spiritual guidance
4. Educating the community
5. Initiating community projects
6. Providing community services
7. Advocating for others
8. Providing humanitarian support to the community

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Net working with the community | * Fundamentals of community networking * Social work skills * Community development * Communication skills * Public relations skills * Understanding culture | * Written tests * Observation * Oral questioning |
| 1. Attend community events | * Fundamentals of community participation * Social work skills * Basic communication technology * Community development * Communication skills * Public relations skills * Understanding culture | * Written tests * Observation * Oral questioning * Project * Practicum |
| 1. Offer spiritual guidance | * Fundamentals of social ethics * Christian ethics * Basic Christian counseling * Biblical studies * Communication skills | * Written tests * Observation * Oral questioning |
| 1. Educate the community | * Principles of Teaching and Learning: * The teacher and the Learner * Teaching methodologies * The Lesson Plan * Evaluation Methods * Communication skills | * Written tests * Observation * Oral questioning |
| 1. Initiate community projects | * Principles of project management * Community development * Social work, Theory and practice * Project management * Community leadership * Gender and development * Social research projects | * Written tests * Oral questioning * Project |
| 1. Provide community services | * Social work theory and practice * Public relations skills * Social polity skills | * Written tests * Oral questioning |
| 1. Advocate for others | * Principles of advocacy * Community Advocacy * Socials justice theory and practice * Liberation theory and theology * Psychology of liberation: Theory and Application * Communication skills | * Written tests * Oral questioning * Project |

**Suggested Methods of Instruction**

* Projects
* Demonstration by trainer
* Practice by the trainee
* Discussions
* Direct instruction /Lectures
* Videos

**Recommended Resources:**

* Books on community development, networking and social work

**Tools and Equipment**

* Computer
* Laptop/iPad/ Tablet
* Projector
* Flipcharts
* Whiteboard