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**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**CHRISTIAN MINISTER**

**LEVEL 6**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2018

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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 these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Christian Minister Level 6. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that this Occupational Standards will play a great role towards development of competent human resource for the 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 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 Christian Ministry Sector Skills Advisory Committee (SSAC), have developed these Occupational Standards for a Christian Minister. These occupational standards will be the basis for development of competency-based curriculum for Christian Ministry Level 6. 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, Christian Ministry SSAC, expert workers and all those who participated in the development of these occupational standards.

**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.

I appreciate the following organisations which had input in the development of the curriculum and Occupational Standards For 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, 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, Vision Evangelistic Ministries, 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.

**CHAIRPERSON**

**CHRISTIAN MINISTRY SECTOR SKILLS ADVISORY COMMITTEE**

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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

MIS Management Information Systems

NPO Non-Profit Organization

OS Occupational Standards

OSHA Occupational Safety and Health Act

OSHS Occupation Safety and Health Standards

PLWD People Living with Disability

PPE Personal Protective Equipment

REL Religion

SOPs Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TNA Training Needs Assessment

TVET CDACCTVET Curriculum Development, Assessment and Certification Council

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**REL/OS/CHM/CR/01/6 / A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# 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 COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| REL/OS/CHM/BC/01/6/A | Demonstrate Communication Skills |
| REL/OS/CHM/BC/02/6/A | Demonstrate Numeracy Skills |
| REL/OS/CHM/BC/03/6/A | Demonstrate Digital Literacy |
| REL/OS/CHM/BC/04/6/A | Demonstrate Entrepreneurial Skills |
| REL/OS/CHM/BC/05/6/A | Demonstrate Employability Skills |
| REL/OS/CHM/BC/06/6/A | Demonstrate Environmental Literacy |
| REL/OS/CHM/BC/07/6/A | Demonstrate Occupational Health And Safety Practices |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| REL/OS/CHM/CR/01/6 | Minister the word |
| REL/OS/CHM/CR/02/6 | Provide pastoral ministry |
| REL/OS/CHM/CR/03/6 | Guard the faith |
| REL/OS/CHM/CR/04/6 | Provide church management |
| REL/OS/CHM/CR/05/6 | Provide counselling services |
| REL/OS/CHM/CR/06/6 | Provide capacity building |
| REL/OS/CHM/CR/07/6 | Facilitate mission work |
| REL/OS/CHM/CR/08/6 | Conduct church ordinances/ceremonies |
| REL/OS/CHM/CR/09/6 | Participate in community service |

**BASIC UNITS OF COMPETENCY**

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** REL/OS/CHM/BC/01/6/A

**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.

**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. Develop communication strategies | * 1. Strategies for effective internal and external dissemination of information are developed as per organization’s requirements   2. Special communication needs are considered in developing strategies according workplace procedures   3. ***Communication strategies*** are analyzed, evaluated and revised based the workplace needs |
| 1. Establish and maintain communication pathways | * 1. Pathways of communication are established as per organization policy   2. Pathways are maintained and reviewed according to organization procedures |
| 1. Promote use of communication strategies | * 1. Information is provided to all areas of the organization as per strategy requirements   2. Effective communication techniques are articulated and modeled according work requirements   3. Personnel are given guidance about adapting communication strategies as per organization procedures |
| 1. Conduct interview | 1. A range of appropriate communication strategies are employed in ***interview situations*** based on the 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 as per needs |
| 1. Facilitate group discussion | 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. 7Relevant presentation are researched and presented based on internal or external communication forums requirements 2. Presentation is delivered in a clear and sequential manner as per the predetermined time 3. Presentation is made as per appropriate media 4. Difference views are respected based on workplace procedures 5. Written communication is done as per organizational standards 6. 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 nonjudgmental 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 |
| 1. 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:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy

**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. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 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. Direct observation 2. Oral questioning 3. Written texts |
| 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:** REL/OS/CHM/BC/02/6/A

**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.

**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. Apply a wide range of mathematical calculations for work | * 1. Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.   2. Mathematical information is interpreted and comprehended as per job specifications   3. A range of mathematical and problem solving processes are selected and used as per job specification   4. Different forms of fractions, decimals and percentages are flexibly used as per SOPs   5. Calculation performed with positive and negative numbers as per SOPs   6. Numbers are expressed as powers and roots and are used in calculations as per SOPs   7. Calculations done using routine formulas as per SOPs   8. Estimation and assessment processes are used to check outcome as per workplace procedures   9. Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures |
| 1. Use and apply ratios, rates and proportions for work | * 1. Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs   2. Mathematical information related to ratios, rate and proportions is analysed as per SOPs   3. Problem solving processes are used to undertake the task as per workplace procedures   4. Equivalent ratios and rates are simplified as per SOPs   5. Quantities are calculated using ratios, rates and proportions as per SOPS   6. Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs   7. The outcomes reviewed and checked as per job specifications   8. Information is record using mathematical language and symbols as per workplace procedures |
| 1. Estimate, measure and calculate measurement for work | * 1. Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications   2. Appropriate workplace measuring equipment are identified and selected as per job specifications   3. Accurate measurements are estimated and made as per SOPs   4. The area of ***2D shapes*** including compound shapes are calculated as per SOPs   5. The volume of 3D shapes is calculated using relevant formulas as per SOPs   6. Sides of right angled triangles are calculated using Pythagoras’ theorem as per SOPs   7. conversions are perform between units of measurement as per job specification   8. Problem solving processes are used to undertake the task as per workplace Procedures   9. The measurement outcomes are reviewed and checked as per workplace procedures   10. Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures |
| 1. Use detailed maps to plan travel routes for work | * 1. Different types of maps are identified and interpreted as per job requirements   2. Key features of maps are identified as per job requirements   3. Scales are identified and interpreted as per job requirements   4. Scales are applied to calculate actual distances   5. Positions or locations are determined using directional information as per job requirements   6. Routes are planned by determining directions and calculating distances, speeds and times as per job requirements   7. Information is gathered and identified and relevant factors related to planning a route checked as per job requirements   8. Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements   9. Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements |
| 1. Use geometry to draw 2D shapes and construct 3D shapes for work | * 1. A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications   2. Features of 2D and 3D shapes are named and described as per job specifications   3. Types of angles in 2D and 3D shapes are identified as per job specifications   4. Angles are drawn, estimated and measured using geometric instruments as per job requirements   5. Angle properties of 2D shapes are named and identified as per SOPs   6. Angle properties are used to evaluate unknown angles in shapes as per SOPs   7. Properties of perpendicular and parallel lines are applied to shapes as per SOPs   8. Understanding and use of symmetry is demonstrated as per SOPs   9. Understanding and use of similarity is demonstrated as per SOPs   10. The workplace tasks and mathematical processes required are identified as per workplace procedures   11. 2D shapes is drawn for work as per job specification   12. 3D shapes is constructed for work as per job specification   13. The outcomes are reviewed and checked as per workplace procedures   14. Specialized mathematical language and symbols appropriate for the task are used as per SOPs |
| 1. Collect, organize, and interpret statistical data for work | * 1. Workplace issue requiring investigation are identified as per workplace procedures   2. Audience / population / sample unit is determined as per workplace procedures as per workplace procedures   3. Data to be collected is identified as per workplace procedures   4. Data collection method is selected as per workplace procedures   5. Appropriate statistical data is collected and organized as per SOPs   6. Data is illustrated in appropriate formats as per SOPs   7. The effectiveness of different types of graphs are compared as per SOPs   8. The summary statistics for collected data is calculated as per SOPs   9. The results / findings are interpreted as per SOPs   10. Data is checked to ensure that it meets the expected results and content as per workplace procedures   11. Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure   12. Mathematical language and symbols are used to report results of investigation as per workplace procedure |
| 1. Use routine formula and algebraic expressions for work | * 1. Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs   2. Simple algebraic expressions and equations are developed as per job specification   3. Operate on algebraic expressions as per job requirement   4. Algebraic expressions are simplified as per job requirement   5. Substitution into simple routine equations is done as per SOPs   6. Routine formulas used for work tasks are identified and comprehended as per SOPs   7. Routine formulas are evaluate by substitution as per SOPs   8. Routine formulas transposed as per SOPs   9. Appropriate formulas are identified and used for work related tasks as per workplace procedures   10. Outcomes are checked and result of calculation used as per workplace procedures |
| 1. Use common functions of a scientific calculator for work | * 1. Required numerical information to perform tasks is located as per job specification   2. The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification   3. Function keys on a scientific calculator are identified and used as per SOPs   4. Estimations are referred to check reasonableness of problem solving process as per workplace procedures   5. Appropriate mathematical language, symbols and conventions are used to report results 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. 2D shapes may include but not limited may include but not limited to: | * Triangles * Square * Rectangle * Triangle |

**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. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 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 DIGITAL LITERACY

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

**UNIT DESCRIPTION**

This unit describes competencies required to demonstrate digital literacy. It involves, identifying computer software and hardware, applying security measures to data, hardware, and software in automated environment, applying computer software in solving task, applying internet and email in communication at workplace, applying desktop publishing in official assignments 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 of operating system are determined in accordance with manufacturer’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*** reidentified ***and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected in accordance to Information Management security 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 the 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: | Collection of physical parts of a computer system such as:   * Computer case, monitor, keyboard, and mouse * All the parts inside the computer case, such as the hard disk drive, motherboard and video card |
| 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
* Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
* Using calculator
* 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
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheets;
* Meaning, formulae, function and charts, uses and layout
* Data formulation, manipulation and application to cells
* Database;
* Database design, data manipulation, sorting, indexing, storage retrieval and security
* Desktop publishing;
* Designing and developing desktop publishing tools
* Manipulation of desktop publishing tools
* Enhancement of typeset work and printing documents
* Presentation Packages;
* Types of presentation Packages
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Computer networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and integrate emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**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. 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. 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 ENTREPRENEURIAL SKILLS

**UNIT CODE :** REL/OS/CHM/BC/04/6/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**  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. Demonstrate understanding of an Entrepreneur | 1. Entrepreneurs and Business persons 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.

|  |  |
| --- | --- |
| **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 | 1. Assessment requires evidence that the candidate: 2. Distinguished entrepreneurs and businesspersons correctly 3. Identified ways of becoming an entrepreneur appropriately 4. Explored factors affecting entrepreneurship development appropriately 5. Analysed importance of self-employment accurately 6. Identified requirements for entry into self-employment correctly 7. Identified sources of business ideas correctly 8. GeneratedBusiness ideas and opportunities correctly 9. Analysed business life cycle accurately 10. Identified legal aspects of business correctly 11. Assessed product demand accurately 12. Determined Internal and external motivation factors appropriately 13. Carried out communications effectively 14. Identified sources of business finance correctly 15. Determined Governing policy on small scale enterprise appropriately 16. Explored problems of starting and operating SSEs effectively 17. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 18. Prepared executive summary correctly 19. Determined business innovative strategies appropriately 20. 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 | 1. Written tests 2. Oral questions 3. Third party report 4. Interviews 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 EMPLOYABILITY SKILLS

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

**UNIT DESCRIPTON**

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.

**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 a workplace team | 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. Work plans are prepared based on activities and budget. 2. Assigned tasks are interpreted and expectations identified as per the workplace instructions. 3. Task occupational safety and health requirements are identified and observed regulations. 4. Work rresources are identified, mobilized, allocated and utilized based on organization work plans. 5. Work activities are monitored and evaluated in line with work plans and workplace policy. 6. Work plans are reviewed based on target and available resources. |
| 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 is 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. Manage ethical performance | * 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.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 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 includes but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include may but not limited to: | * Human * Financial * Technology |
| 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:

* Interpersonal
* Communication
* Critical thinking
* Organizational
* 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
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Professional growth and development
* Technology in the workplace
* Innovation
* Emerging issues

**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. Demonstrated the ability to lead a workplace team   5. Planned and organized work   6. Maintained professional growth and development   7. Demonstrated workplace learning   8. Demonstrated problem solving skills   9. Demonstrated the ability to manage performance ethically |
| 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. |

# DEMONSTRATE ENVIRONMENTAL LITERACY

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

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating 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, analyzing resource use and developing resource conservation plans

**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 according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. Environmental pollution ***control measures*** are implemented in accordance with international protocols.   2. Procedures for solid waste management are observed according 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 based on organizational waste management guide   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 Constitution of Kenya 2010 Article 69 . |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency systems and procedures are collected and provided as per work groups/sector   2. Current resource usage is measured and recorded as per 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 7. concerned/proper authorities |
| 1. Analyze resource use | 1. All resource consuming processes are Identified as per the organizational work plan 2. Quantity and nature of resource consumed is determined based on processes 3. Resource flow is analyzed as per different parts of the process. 4. Wastes are classified according to NEMA regulations on waste management. |
| 1. Develop resource Conservation plans | 9.1. Efficiency of use/conversion of resources is determined according to industry protocol.  9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.  9.3. Plans for increasing the efficiency of resource use are developed based on findings. |

**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 |
| 1. 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 |

**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
* Recording
* Analytical
* Monitoring
* Communication
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* PPEs
* Environmental regulations
* OSHS
* Pollution
* Waste management
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Environmental hazards
* Regulatory requirements

**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 (e.g. Cleaning tools, cleaning materials, trash bags)   3. PPE, manuals and references   4. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   5. 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. 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 OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risks, identifying and implementing appropriate control measures to hazards and risks and implementing 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 | 1.1 ***Hazards*** in the workplace are identified ***based their indicators***  1.2 Risks and hazards are evaluated based on legal requirements.  1.3 ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 2.1 Hazard prevention ***and control measures*** are implemented as per legal requirement.  2.2 Risk assessment is conductedand a risk matrix developed based on likely impact.  2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements.  3.2 Company OSH programs are implemented as per legal requirements.  3.3 Workers are capacity built on OSH standards and procedures as per legal requirements  3.4 ***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 not limited to: | * Physical hazards – impact, illumination, pressure, noise, * vibration, extreme temperature, radiation * Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects * Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors * Ergonomics * Psychological factors – over exertion/ excessive force,awkward/static positions, fatigue, direct pressure, * varying metabolic cycles * Physiological factors – monotony, personal relationship, work out cycle * Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris * Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 1. Indicators may include but 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. OSH concerns may include but 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. Safety gears /PPE (Personal Protective Equipment) may include but 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   may include but not limited to: | * Appropriate risk controls in order of impact are as follows: * Eliminate the hazard altogether (i.e., get rid of the dangerous machine) * Isolate the hazard from anyone who could be harmed (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 machine with a safer one) * Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) * Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) * Use personal protective equipment (i.e., wear * gloves and goggles when using the machine) |
| 1. Contingency measures may include but not limited to: | * Evacuation * Isolation * Decontamination * (Calling designed) emergency personnel |
| 1. Incidents and emergencies may include but 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 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. |

# CORE UNITS OF COMPETENCY

# **MINISTER THE WORD**

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

**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.

**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. Prepare the sermon. | * 1. The audience is assessed as per the ***homiletics principles****.*   2. Text is identified based on established homiletics principles.   3. Text is read as per established homiletics principles   4. Text is analyzed as per established hermeneutical rules.   5. Text is outlined according to the homiletics principles.   6. Sermon is written according to homiletics principles.   7. Sermon is prepared according to homiletics principles. |
| 2. Interpret the Bible | * 1. Text is identified according to hermeneutical rules.   2. Context is analysed based on hermeneutical rules.   3. Interpretation is written based on the applicable hermeneutical rules. |
| 3. Preach the Word | * 1. Bible passage is interpreted according to ***hermeneutical rules****.*   2. Sermon is delivered as per homiletics principles.   3. Sermon is delivered within the allotted time. |
| 4. Teach the Word | * 1. Topic is selected according to TNA.   2. Topic is prepared according to the Principles of Teaching.   3. Teaching aids are gathered according to principles of teaching and learning.   4. Teaching is delivered according to the Principles of Teaching and learning. |
| 5. Document the word. | * 1. Organizational and research protocols for documentation are determined as per church policy.   2. *D****ocumentation channels*** are selected based on church policy and research methods.   3. Documentation copyrighted according to ***government regulations****.* |
| 6. Conduct Bible Studies | * 1. Bible Study topics are identified according to TNA.   2. Bible Study topics are prepared according to ***hermeneutical rules* and *biblical studies****.*   6.3 Materials are gathered according to the topic.  6.4 Delivery is done in line with communication skills. |

**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. Government regulations may include but is not limited to: | * + A government plan of action and legal framework intended to influence and determine decision, actions and matters e.g. Copyright Act 2014. |
| 1. Homiletics Principles   may include but is not limited to: | * + Audience Analysis.   + Textual Analysis.   + Text Outlining.   + Sermon Construction.   + Delivery language.   + Delivery Tone.   + Personal Presentation.   + Use of gestures.   + Facial expressions. |
| 1. Hermeneutical rules may include but is not limited to: | * + Scripture interprets scripture.   + Interpretation is determined by context.   + Specific rules for each type of Biblical literature e.g. narratives, gospels etc. |
| 1. Documentation channels   may include but is not limited to: | * + Audio   + Video   + Books   + Tracts   + Magazines, Pamphlets and newsletters   + Online applications |

**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:

* Organization Skills
* Interpersonal relationship
* Active listening
* Emotional intelligence
* Teamwork
* Time management
* Decision making
* Communication
* Planning
* Problem solving
* Report writing
* Critical thinking
* Study skills
* Teaching skills
* Professional ethics

**Required Knowledge**

* Time Management
* Communication
* Principles of Study and Research
* Sermon Construction
* Sermon Delivery
* Bible Study Methods
* Principles of teaching and learning
* Digital Literacy

**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. Prepared a sermon as per homiletical principles and hermeneutical rules.   2. Interpreted the Word in line with hermeneutical rules   3. Preached the sermon as per homiletical principles and hermeneutical rules.   4. Taught the Word based on Principles of teaching and learning, homiletical principles   5. Conducted the Bible Study according to hermeneutical rules, homiletical principles and church policy.   6. Documented the word based on principles of research methods and church policy. |
| 2. Resource Implications | * 1. Resource materials   2. Rules and procedures |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observed presentation of the sermon   2. Written tests   3. Oral questioning   4. Practicum   5. Projects |
| 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. |

# PROVIDE PASTORAL MINISTRY

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

**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.

**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. Pray for people | 1. Biblical guidelines for prayer identified. 2. People’s needs are analysed based on Biblical guidelines. 3. The ***liturgical occasion protocols*** are identified based on church liturgy. 4. Prayers are conducted for people based on Biblical guidelines. |
| 2. Make disciples | * 1. Biblical guidelines on ***discipleship*** are identified.   2. A***dherents*** are enlisted using ***discipleship manual.***   3. Discipleship sessions are conducted according to discipleship manual.   4. Evaluation and feedback system is created based on the discipleship manual.   5. Documentation is done according to research methods and church policy. |
| 3. Guide the flock | * 1. Acceptable means of guiding the ***flock*** are identified according to ***statement of faith.***   2. The need is assessed according to agreed standards/procedures.   3. A training manual is developed based on Biblical guidelines.   4. The ***Church membership induction*** policy/ procedures are followed.   5. Evaluation and feedback system is created based the training manual. |
| 4. Take care of the needy | 4.1 The needy are identified based on Church policy.   * 1. Existing compassionate/ charitable organizations are assessed based on need assessment.   4.3 The relevant government laws & policies are identified.   * 1. Networking with other related programs in existence is done based on church policy.   2. Engage in activities related to caring for the needy in line with church policy.   3. Evaluation and feedback system is created based on church policy.   4. The outcome is documented based on research methods and church policy. |
| 5. Conduct pastoral visits | * 1. Needs assessment is conducted based on Church policy.   2. Targets of visitation are identified based on Church policy.   3. Visitation is prepared for based on needs of the ***targeted visits***   4. Rules and regulations of ***target organizations are determined***   5.5 Pastoral visitation is conducted based on Church policy |
| 6. Discipline the Flock | * 1. Biblical guidelines on Discipline are identified.   2. Church code of conduct policy manual is established based Biblical guidelines and government regulations.   3. Discipleship manual for character formation and training is established based on Biblical principles.   4. ***Restoration mechanism*** is established based on ***Church code of Conduct.***   5. Character is assessed based on Church code of Conduct*.*   6. Discipline is given in line with the Church code of Conduct.   7. Restoration is given in line with the restoration mechanism. |

**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. Discipleship may include but not limited to: | * + The period during which a person is a learner * Learning process of the individual |
| 1. Discipleship manual may include but not limited to: | * Training manual * Teaching materials   + Handbook * Guidebook |
| 1. Adherents include may include but not limited to: | * + Members   + Followers   + Believers * Worshippers |
| 1. Flock include may include but not limited to: | * + Congregants   + Worshippers   + Church members |
| 1. Statement of faith may include but not limited to: | * Description of the beliefs and practices of a church. |
| 1. Church membership induction include but not limited to: | * Orientation of the new members. * Enrolling new members. |
| 1. Targeted Visits include may include but not limited to: | * + Aimed visits. * Planned visits. |
| 1. Church Code of Conduct may include but not limited to: | * Document containing church policies and procedures. * Document for behavior, discipline and restoration guidelines. |
| 1. Target Organizations may include but not limited to: | * + Recipients of services * Partners |
| 1. Restoration Mechanism may include but not limited to: | * The process of restoring an errant church member |

**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:

* Interpersonal relations
* Bible interpretation skills
* Computer application
* Report writing skills
* Communication
* Planning
* Decision making
* Leadership and management
* Conflict resolution skills
* Cross-cultural integration relations

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Societal and moral ethics
* Government Legislations
* Various church policies
* Church governance structures
* Communication
* Emotional intelligence
* Character
* Emerging trends
* Economic activities as per geographical regions
* Acceptable beliefs and practices

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidences that the candidate:   * 1. Prayed for the people as per biblical principles of prayer, people’s needs and according to occasion protocol.   2. Made disciples as per biblical principles on discipleship, guided by discipleship manual.   3. Guided the flock according to Christian faith.   4. Took care of the needy as per biblical teachings, Church policy and guidelines.   5. Conducted pastoral visitation as per church manual on pastoral visitation.   6. Exercised Church discipline and restoration. |
| 1. Resource Implications | The following resources MUST be provided:   * 1. Resource materials   2. Rules and procedures   3. Guidebook   4. Handbook   5. Government policy book |
| 1. Method of Assessment | Competency may be assessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Research work |
| 1. Context for 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 education sector, religious organizations, workplace and job role is recommended |

# **GUARD THE FAITH**

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

**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.

**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. Teach Christian doctrine | * 1. ***Christian doctrines*** are identified based on Biblical guidelines.   2. Teaching materials are developed based on Biblical guidelines   3. Teaching program is developed according to the church policy and calendar   4. Christian doctrines are taught using Principles of teaching and learning methods   5. The impact of the teaching program is evaluated based on Biblical guidelines and principles of teaching and learning methods. |
| 1. Practice the faith | * 1. The ***tenets of faith*** are identified in line with Christian Doctrines   2. ***Statement of faith*** is developed according to Christian doctrines   3. Statement of faith is taught using principles of teaching and learning methods   4. Practice of faith is modelled according to the statement of faith.   5. Practice of faith is evaluated in relation to the statement of faith. |
| 1. Study other faiths and emerging religions | * 1. Other faiths are identified in contrast with Christian doctrines   2. Available information is collected on other faiths based on principles of research methods.   3. ***Other faiths*** are analysed based on Christian doctrines.   4. The study is documented based on Principles of research and church policy. |
| 1. Teach other faiths | * 1. Teaching plan is developed based on the study of other faiths   2. Teaching is conducted using Principles of teaching and learning   3. Teaching is evaluated according to Principles of Teaching and learning |
| 1. Defend Christian faith | * 1. The need to defend the Christian faith is identified using Biblical guidelines   2. Areas in which we need to defend the faith are identified in line with Christian Doctrines   3. Strategies for defending the faith are developed in line with Christian Apologetics   4. Christian faith is defended in line with Christian Apologetics.   5. Defense of the faith is evaluated according to Christian Apologetics. |
| 1. Correct erroneous teachings | * 1. Erroneous teachings are identified in contrast with Biblical guidelines   2. Strategies for correcting erroneous teachings are developed in line with Biblical guidelines.   3. Erroneous teachings are corrected using Biblical guidelines. |
| 1. Participate/Engage in interfaith dialogues | * 1. Contentious issues are identified within interfaith dialogues based on Christian Doctrines.   2. Familiarised with set rules of engagement in line with ***government regulations*** and agreed procedures   3. Strategy to address the contentious issues is developed based on Christian Doctrines.   4. Interfaith dialogue is engaged based on Christian Doctrines   5. Outcome of the inter faith dialogue is documented based on Principles of Research methods and church policy. |

**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. Christian Doctrines may include but is not limited to: | * + Major beliefs of the Christian faith on such issues as the Bible God, man and sin, salvation, church, Christ, Holy Spirit, and the end times. |
| 1. Tenets of faith may include but is not limited to: | * The beliefs, doctrines practices associated with religion |
| 1. Statement of faith may   include but is not limited to: | * The basis of beliefs for Christians and other faiths |
| 1. Other faiths may   include but is not limited to: | * Faiths that contrast with Christian faith e.g. * Islam, * Buddhism, * Hinduism etc. |
| 1. Government regulations may include but is not limited to: | * A government plan of action and legal framework intended to influence and determine decision, actions and matters |

**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:

* Interpersonal relationship
* Active listening
* Emotional intelligence
* Teamwork
* Time management
* Decision making
* Communication
* Planning
* Problem solving
* Report writing
* Critical thinking
* Study skills
* Teaching skills
* Professional ethics
* Digital literacy

**Required Knowledge**

* Christian Doctrines
* Other Faiths (World Religions): beliefs and practices
* Government regulations that relate to faith
* Principles of Study and Research
* Communication
* Christian Apologetics
* Cults, Sects and Occults

**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. Taught Christian doctrine based on Biblical guidelines.   1.2 Practiced the faith according Christian Doctrines.  1.3 Studied other faiths in contrast with Christian Doctrines.  1.4 Taught other faiths in contrast with Christian Doctrines using principles of teaching and learning  1.5 Defended Christian faith according to Christian Apologetics  1.6 Corrected erroneous teaching based on Christian Doctrines.  1.7 Participated in interfaith dialogues in line with government regulations, Christian Apologetics. |
| 2. Resource Implications | 2.1 The Bible  2.2 Bible dictionary  2.3 Concordance  2.4 Other faiths books eg. Quran  2.5 Textbooks on Systematic Theology |
| 3. Methods of Assessment | Competency may be assessed through:  3.1 Practicum  3.2 Observation  3.3 Projects  3.4 Written Examinations  3.5 Oral questioning |
| 4. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment of other units relevant to the Christian faith, workplace and forums |

# **PROVIDE CHURCH MANAGEMENT**

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

**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.

**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. Prepare church strategic plan | * 1. Church vision is identified according to the church policy.   2. ***SWOT*** analysis is conducted according to approved procedure.   3. Strategic goals and objectives are identified based on ***church vision.***   4. The goals and objectives are prioritized based on needs assessment.   5. The activities to match the goals and objectives are determined based on church vision.   6. The timelines for the completion of activities are drawn based on church vision.   7. Individuals responsible for implementation of strategic plan are assigned based on church policy.   8. The final document is written according to approved procedure. |
| 1. Provide Church Leadership | * 1. Areas of leadership are identified based on needs assessment.   2. Job descriptions of various leaders are drawn according to church needs.   3. Leaders are appointed according to the biblical, church guidelines.   4. Duties are assigned according to the job descriptions   5. Performance of duties is supervised in line with job descriptions.   6. Performance is evaluated according to job descriptions. |
| 1. Mobilize resources | * 1. Need areas are identified according to strategic plan   2. Potential sources are identified according to available networks.   3. Identified partners and individuals are engaged in line with strategic plan.   4. Progress is documented in line with strategic plan, research methods and church policy. |
| 1. Administer Church Business | * 1. Church ministries are identified based on the church organization chart.   2. Plan church business is planned according to church vision.   3. Governance tools are developed in line with church business.   4.4 Church Business is conducted based on church policy. |
| 1. Coordinate Church Ministries | 1. Church ministries are identified according to church policy. 2. Job descriptions for the function of various ministries are developed based on church policy. 3. Leaders to head different ministries are appointed based on church policy. 4. Leaders are supervised in line with job descriptions. |
| 1. Create Management Information Systems | * 1. ***Management information systems (MIS)*** needed are identified based on church policy.   2. ***ICT*** experts needed are engaged in line with professional standards.   3. MIS are installed according to ICT professional standards   4. Training on the use of MIS is conducted based on ICT professional standards. |
| 1. Manage Conflict | * 1. Areas of conflict are identified based on with Biblical guidelines and church policy.   2. Conflict management options are developed based on Biblical guidelines and church policy.   3. Dialogue is initiated according to Biblical guidelines and church policy.   4. Conflicting parties are mediated based on Biblical guidelines and church policy. |

**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. SWOT may include but not limited to: | * Strengths, weaknesses, opportunities and threats within the church environment. |
| 1. Church Vision may include but not limited to: | * The long term and short-term goals of the church for a given period of time as determined by the church leadership. |
| 1. Church ministries may include but not limited to: | * Ministry to women, youth, children, and men, hospitality, welfare, prison ministry. |
| 1. ICT include but not limited to: | * + Information and Communication Technology. |
| 1. MIS may include but not limited to: | * + Management Information Systems. |

**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:

* Interpersonal relationship
* Active listening
* Emotional intelligence
* Negotiation
* Time management
* Teamwork
* Time management
* Decision making

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Strategic planning
* Conflict management
* Church management
* Nature and function of church ministries
* Procurement

**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. Prepared church strategic plan based on church vision.   2. Provided church leadership based on Biblical and church guidelines.   3. Mobilized resources in line with the church strategic plan   4. Administered church ministries/business according to church policy.   5. Coordinated church ministries in line with church policy.   6. Created management information systems based on church policy and SOPs.   7. Managed conflict according to Biblical guidelines and church policy. |
| 1. Resource Implications | 2.1 Resource materials  2.2 Rules and procedures |
| 1. Methods of Assessment | Competency may be assessed through:  3.1 Observation of simulated tasks  3.2 Written tests  3.3 Oral questioning  3.4 Practicum |
| 1. Context of Assessment | Competency may be assessed:  4.1 On-the-job  4.2 Off-the –job  4.3 During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment of other units relevant to the industry sector, workplace and job role is recommended. |

# PROVIDE COUNSELING SERVICES

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

**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.

**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. Prepare to counsel | 1. Counselling room is prepared according to counselling ***professional standards***. 2. Client is oriented to ***counseling services*** according to the professional procedures. 3. Counseling contract is negotiated according to workplace policy. 4. Assessment tools are developed/ identified according to professional standards. |
| 1. Provide counselling services | * 1. Client’s bio data is obtained according the organizational procedures.   2. Assessment of counseling services is conducted according to counselling standards.   3. Counselling services client treatment plan is developed according to assessment findings.   2.2 Individual counselling is provided in accordance with counselling professional standards.  2.3 Group counseling is provided in accordance with counselling professional standards.  2.3 Grief counseling is provided in accordance with counseling professional standards  2.4 Premarital counseling is provided in accordance with counselling professional standards.  2.5 Family counseling is provided in accordance with counseling professional standards.   * 1. Psycho-education is provided in accordance with presenting issues.   2. Referral is recommended according to professional standards. |
| 1. Evaluate counseling service | * 1. Counselling services are evaluated according to presenting issues, ethical and legal standards of practice and workplace procedures.   2. Counselling services counselor/s are supervised in accordance with professional standards.   3. Continuum of care is provided according to the organizational procedures.   4. Counselling services Client/s referral is recommended according to organizational procedures.   5. Counselling services, challenges are identified and reported according to work place procedures.   6. Counselling services Progress report is provided in accordance with the counselling standards.   7. Personal development is undertaken in accordance with the professional standards. |
| 1. Terminate counseling service | 4.1 Counselling service is terminated according to counselling standards.  4.2 Termination of Counselling service contract is renegotiated in accordance with client/s needs.  4.3 Work completion documentation is finalized in accordance with work place procedures.   * 1. Counselling service report is prepared and shared in accordance with workplace policy. |

**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. Professional standards may include but not limited to: | * Code of ethics * Counselling service guidelines |
| 1. Counseling services may include but not limited to: | * Individual * Group * Couple * Family |

**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:

* Social
* Communication
* Prioritizing
* Listening
* Attending
* Observation
* Responding
* Reflecting
* Probing
* Confrontation
* Immediacy
* Minimal prompt
* Empathy
* Unconditional Positive Regard
* Genuineness
* Summarization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Protocols of counselling
* Human development
* Multicultural counselling
* Psychological testing and assessment
* Documentation and referral procedures
* Ethical and legal issues in counselling
* Relationship building
* Process of counselling
* Theories of counselling
* Counselling skills
* Communication skills
* Interpersonal skills
* Group theories
* Personal development
* Networking skills
* Contextual issues

**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 | * 1. Providing counseling service/requires evidence that the candidate:   2. Prepared counselling room according to counselling professional standards.   3. Oriented clients to counseling services according to the professional standards.   4. Negotiated counselling contract according to professional standards.   5. Developed treatment plans according to professional counseling standards.   6. Identified assessment tools according to the counselling standards   7. Provided counselling services in accordance with professional standards.   8. Identified continuum of care services.   9. Identified counselling challenges.   10. Undertook counselling supervision in accordance with ethical standards. |
| 1. Resource Implications | The following resources must be provided:   * 1. Workplace or counseling location   2. Counselling tools   3. Treatment plan tools   4. Referral tools   5. Termination tools   6. Materials and supply   7. Lap top   8. Cabinet/storage |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written   2. Observation   3. Audio visual   4. Role play   5. Case study |
| 1. Context of Providing counseling services | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic counseling service/s with other units relevant to the industry sector, workplace and job role is recommended. |

# PROVIDE CAPACITY BUILDING

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

**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.

**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 training needs assessment | 1. Survey tools are identified based on research methods. 2. The scope of TNA is determined based on research methods and resources available. 3. TNA objectives are set based on research methods. 4. Research data is collected based on research methods. 5. Data collected is analyzed using prescribed research methods. 6. Document TNA findings for presentation and dissemination based on research methods |
| 2. Train leaders and church workers | * 1. Training needs are identified according to TNA reports.   2. Training materials are developed based on TNA.   3. The materials are organised for the training according to TNA   4. The trainers for orientation are identified based on TNA and ***church policy***.   5. The church leaders and workers to be trained are identified according to church policy.   6. The training is scheduled as per the church calendar of events.   7. The training sessions are conducted according to training schedule.   8. The training is evaluated based on TNA   9. The evaluation findings are documented based on research methods and church policy. |
| 3. Create awareness on topical issues | 3.1 The topics of concern are identified based on TNA report.  3.2 The target group is identified as per TNA report.   * 1. The event is prepared based on best practices.   2. The event is scheduled according to church calendar.   3. The awareness exercise is conducted in line with best practices. |
| 4. Empower members | 4.1 Training is prepared based on ***TNA*** report.  4.2 Trainers, participants and venue are identified based on ***church calendar***  4.3 Training materials are organised based on TNA  4.4 Participants are empowered based on training manuals.   * 1. The impact of the exercise is evaluated as per the TNA report and church policy.   2. The outcomes are documented according to research methods and church policy. |
| 5. Induct new members | 5.1 ***Seekers*** are identified based on church induction method.  5.2 The induction process is organized based on the church structures and policy.  5.3 The Induction service is conducted as per ***church liturgy***.  5.4 Document for purposes of follow up is done in line with research methods and church policy |
| 6. Provide mentorship/ coaching | * 1. The mentees/mentors are identified based on church mentorship standards   2. The mentees needs are analyzed in line church mentorship standards   3. The mentorship program is developed in line with mentorship standards   4. The mentorship program is conducted in line with mentorship standards and church policy   5. The impact of the program is evaluated based on church mentorship policy   6. The outcomes are documented based on research methods and church policy |
| 7. Build teams | * 1. Teams to be formed are identified based on the TNA report.   2. Teams are organised as per church structures and policies.   3. Team leaders are selected based on biblical leadership guidelines and church structures.   4. Team building activities are conducted based on church structures and policy.   5. Teams are commissioned as per church structures and policy   6. The performance of teams is evaluated as per the biblical leadership guidelines and church structures.   7. The outcomes of the evaluation are documented based on research methods and church policy. |

**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. TNA may include but not limited to: | * Training Needs Assessment. |
| 1. Church policy may include but not limited to | * Reference guide for operations of a church. |
| 1. Church calendar may include but not limited to | * Schedule of events over given period of time. |
| 1. Seekers may include but not limited to: | * A person attempting to find or obtain church membership. |
| 1. Church liturgy may include but not limited to: | * A pattern for worship used by a Christian denomination or congregation on regular basis based on their beliefs, customs and traditions |

**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:

* Interpersonal relationships
* Active listening
* Emotional intelligence
* Negotiation
* Time management
* Teamwork
* Time management
* Decision making
* Communication
* Documentation
* Digital literacy
* Report Writing
* First Aid

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Strategic planning
* Conflict management
* Principles of Research
* Public relations
* Capacity building
* Culture
* Christian Leadership
* Bible and Contemporary Issues
* Entrepreneurship
* Project Management
* Principles of mentorship

**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 training needs assessment in line with research methods.   2. Trained leaders and church workers according to church policy.   3. Created awareness in topical issues based on TNA   4. Empowered members in line with church policy   5. Inducted new members according to church policy   6. Provided mentorship/coaching using mentorship standards   7. Built teams according to church policy |
| 2. Resource Implications | * 1. Church policy manual   2. Church liturgy books   3. The Bible   4. Research and documentation manuals   5. Training manuals   6. Teaching aids e.g computer, projector, writing boards, writing pens. |
| 3. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Practicum |
| 4. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment of other units relevant to the training sector, workplace and job role is recommended. |

# FACILITATE MISSION WORK

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

**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.

**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. Create awareness on mission work | * 1. The need for mission work awareness is established based on mission journals and reports.   2. Mission awareness materials are developed based on biblical teachings on missions.   3. The ***flock*** is sensitized considering Church protocol***s*** and relevant government regulations.   4. The impact of the awareness exercise is evaluated based on participants’ response.   5. The report is documented based on research methods and church policy. |
| 2. Send mission workers | * 1. Mission field is identified based on the mission assessment need report and other relevant studies.   2. Demographi***c*** study of the mission field is conducted based on census report.   3. The mission work is planned considering Church protocols and policies on missions.   4. Structures to support the mission are created in view of relevant government and church policies.   5. Missionaries are enlisted in line with the participant response report.   6. Enlisted mission volunteers are trained using mission training manual   7. Relevant permit***s*** are secured as per government regulations***.***   8. Trained missionaries are sent in line with the findings of the demographic study.   9. Feedback mechanism is created in line with church policy |
| 1. Support mission work | * 1. The mission support kitty is created considering the church policy and missions need assessment report.   2. Mission support is applied from various parties as per their church policy and government regulations*.*   3. Networks with other mission partners are established based on church policy.   4. Mission support is dispensed as per church policy.   5. Evaluation and feedback system is created based on church policy. |
| 1. Facilitate cross cultural intergration | * 1. Aspects of cross-cultural integration are identified based on demographic reports and other relevant studies.   2. A plan for cross-cultural integrationis developedusing church policy.   3. Structures to support cross cultural integration are created in line with church policy.   4. Training is conducted based on cross-cultural integration manual.   5. Cross cultural integration is facilitated based on church policy. |
| 1. Respond to community needs | * 1. Community needs are identified based on needs assessment report.   2. Community needs are responded to based on churchpolicyand government regulations.   3. The impact of response is evaluated based on research methods.   4. Community response impact is documented based on research methods and church policy. |
| 1. Evangelize the unreached | * 1. Statistical data for the reached and unreached is collected based on missions manual reports.   2. Resources are mobilized based on statistical data and mission manual reports.   3. An outreach plan is developed based on church policy   4. Evangelism is conducted using Biblical guidelines. |
| 1. Plant churches | * 1. Feasibility study is conducted based on ***church planting strategy.***   2. Resources are mobilized using feasibility study.   3. Outreach missions are planned based on church policy.   4. Relevant permits are secured using government regulations***.***   5. The church is launched in line with church planting strategy.   6. Evaluation and feedback system is created based on church policy.   7. Documentation is done according to research methods and church policy. |

**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.

| **Range** | **Variable** |
| --- | --- |
| 1. Flock may include but not limited to: | * Church members |
| 1. Church planting strategy may include but not limited to: | * Plan to plant churches |

**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:

* Interpersonal relations
* Negotiation
* Computer application
* Report writing skills
* Interviewing techniques
* Communication
* Critical Thinking
* Time management
* Digital Literacy
* Documentation
* Research skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Government Legislations
* Various church policy documents
* Communication
* Resource mobilization
* Missions
* Evangelism
* Proposal Writing
* Church Planting
* Cross cultural witness

**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 evidences that the candidate:   * 1. Created awareness on mission based on mission journals and reports.   2. Sent mission workers based on church policy.   3. Supported missionary work based on church policy.   4. Facilitated cross-cultural integration based on church policy.   5. Responded to the community needs based on church policy.   6. Evangelized the unreached based on church policy and Biblical guidelines.   7. Planted a church based on church policy. |
| 2. Resource Implications | The following resources MUST be provided:   * 1. Resource materials   2. Rules and procedures |
| 3. Method of Assessment | Competency may be assessed through:   * 1. Observation.   2. Written tests   3. Oral questioning   4. Research work |
| 4. Context for Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the training sector, workplace and job role is recommended |

# CONDUCT CHURCH ORDINANCES/CEREMONIES

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

**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.

**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. Dedicating Babies | * 1. Babies to be dedicated are identified based on church policy.   2. Date for baby dedication is set based on church calendar.   3. Parents are educated based on ***church liturgy***   4. Dedication cards are prepared based on church liturgy.   5. Children are prayed for in line with church liturgy.   6. Documentation is done based on Church policy. |
| 2. Baptising converted believers | * 1. Baptismal candidates are identified based on Church policy.   2. Baptismal candidates are educated according to Biblical guidelines and church policy.   3. Date for baptism is set based on the Church calendar.   4. Baptism ceremony is preparedaccording church liturgy.   5. Baptism ceremony is conducted according to church liturgy.   6. Documentation is done based on Church policy. |
| 3. Officiating Weddings | * 1. Bride and bridegroom are identified according to church policy.   2. Intended couple is guided to comply with legal and church requirements.   3. Premarital counseling is conducted based on counseling skills.   4. Date is set according to the church calendar.   5. Banns are announced based on Registrar’s certificate and church policy.   6. Wedding is officiated according to the ***church liturgy****.*   7. Documentation is done according to church policy. |
| 4. Administer Holy Communion | * 1. Date is set based on the church calendar.   2. Church is educated according to church liturgy.   3. Emblems are prepared according to church liturgy.   4. Holy Communion is administered according to church liturgy.   5. Documentation is done based on church policy. |
| 5. Ordain Church Workers | * 1. Ordination candidates are identified according to church policy.   2. Ordination date is set according to church calendar.   3. Ordination candidates are trained based on church policy.   4. Ordination ceremony is conducted in line with the church liturgy.   5. Documentation is done according to church policy |
| 6. Dedicate Property | * 1. The property to be dedicated is identified according to church policy.   2. Date for dedication of the property is set according to church calendar.   3. Dedication ceremony is conducted according to the church liturgy.   4. Documentation is done based on church policy. |
| 7. Bury the Dead | * 1. The family is contacted according to church policy.   2. Emotional support is offered according to church policy.   3. Plans for Burial are initiated based on church policy and ***government regulations***.   4. Burial date is set according to church calendar   5. Requiem service is conducted according to church liturgy.   6. Burial ceremony is conducted according to the church liturgy.   7. Documentation is done based on church policy. |

**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. Church liturgy may include but is not limited to | * + Guidelines for conducting church ceremonies and ordinances |
| 1. Government regulations   may include but is not limited to: | * + Marriage Act   + HIV Aids Test   + Registrar’s Certificate |

**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:

* Interpersonal relationship
* Active listening
* Emotional intelligence
* Teamwork
* Time management
* Decision making
* Communication
* Planning
* Problem solving
* Report writing

**Required Knowledge**

* Conducting Church ceremonies
* Grief counseling
* Government regulations related to Church ceremonies and ordinances
* Cultural issues related to church ceremonies and ordinances

**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. Dedicated Babies based on church liturgy.   2. Baptized believers according to church liturgy.   3. Officiated weddings according to church liturgy.   4. Administered Holy Communion based on church liturgy.   5. Ordained Church workers based on church policy   6. Dedicated property according to church policy   7. Buried the Dead according to the church liturgy. |
| 2. Resource Implications | 2.1 Resource materials  2.1 Rules and procedures |
| 3. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Practicum |
| 4. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment of other units relevant to the industry sector, workplace and job role is recommended. |

# PARTICIPATE IN COMMUNITY SERVICE

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

**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.

**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. Networking with the community. | * 1. The ***opinion leaders*** in the community are identified based on the Needs Assessment report.   2. Other organizations working within the community are identified based on needs assessment report.   3. Contact channels are created based on church policy.   4. Networking forums are initiated based on church policy and government regulations.   5. Networking activities are established based on need assessment report.   6. The impact of the networking activities is evaluated based on church policy and government regulations. |
| 2. Attend community events | * 1. Events that require attendance are identified based on the church policy.   2. The events in the community are attended in line with church policy.   3. The impact of attendance is evaluated based on church policy. |
| 3.Offer spiritual guidance | * 1. The community’s spiritual needs are identified based on the needs assessment report.   2. Spiritual guidance is prepared based on needs assessment report.   3. The community is assembled through their opinion leaders as per public relations principles.   4. Spiritual guidance on the specific areas of need is offered based on the needs assessment report and biblical guidelines.   5. The impact of spiritual guidance is evaluated based on the biblical guidelines.   6. Documentation of the evaluation is done in line with the ***church policy.*** |
| 4. Educate the community | * 1. The target groups and subject areas are identified based on ***TNA*** report.   2. Training materials are prepared based on need assessment report and biblical guidelines.   3. Trainers, date and venue are identified based on church calendar.   4. The education program is conducted based on church policy and government regulations.   5. The impact of the exercise is evaluated based on church policy and government regulations.   6. The outcomes are documented based on research methods and church policy. |
| 5. Initiate community projects | * 1. Projects are identified based on need assessment report.   2. Community opinion leaders are engaged based on Government regulations and church policy.   3. Project expenses are prepared in line with the church financial policy.   4. Development project is prepared based on need assessment report and government regulations.   5. The project is initiated as per the laid down government regulations and church policy.   6. The impact of the exercise is evaluated based on need assessment report and church policy.   7. The outcomes are documented in line with research methods and church policy. |
| 6. Provide community services | * 1. The services to be offered are identified based on the need assessment report.   2. The services are prioritized based on the church policy.   3. Guideline schedule is prepared based on church policy.   4. The identified services are provided based on church policy.   5. The impact of the program is evaluated based on need assessment report.   6. The outcomes are documented based on research methods and church policy. |
| 7. Advocate for others. | * 1. The advocacy needs are identified based on need assessment report.   2. The community leaders are engaged in documenting the particular areas of concern based on the government regulations.   3. The community is mobilized based on government regulations and church policy.   4. The advocacy issues are addressed based on government regulations and church policy.   5. The outcomes are documented based on church policy and research methods. |
| 8. Provide humanitarian support to the community | * 1. The magnitude of the humanitarian need is identified based on the need assessment report.   2. Potential partners for financial and material support are identified based on church policy.   3. The partners are mobilised for action based on church policy and government regulations.   4. The date and schedule is set based on church calendar.   5. The humanitarian support is provided based on need assessment report and church policy.   6. The outcome is documented according to research methods and church policy. |

**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. Opinion leaders may include but not limited to: | * Well known individual who has the ability to influence public opinion on a subject matter. |
| 1. Church policy may include but not limited to: | * Reference guide for operations of a church. |
| 1. TNA may include but not limited to: | * Training needs Assessment |

**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:

* Interpersonal relations
* Negotiation
* Computer application
* Report writing skills
* Interviewing techniques
* Communication
* Critical Thinking
* Time management
* Digital Literacy
* Documentation
* Research skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Government Legislations
* Various church policy documents
* Resource mobilization
* Proposal Writing
* Culture
* Community development
* Fundamentals of community participation
* Social Work
* Social Ethics
* Introduction to Sociology
* Project design and management
* Christian counseling
* Principles of Teaching and Learning

**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. Networked with the community according to church policy and government regulations.   2. Attended community events according to church policy and government regulations.   3. Offered spiritual guidance according to church policy and government regulations.   4. Educated the community according to church policy and government regulations.   5. Initiated community projects according to church policy and government regulations.   6. Provided community services according to church policy and government regulations.   7. Advocated for others according to church policy and government regulations.   8. Provided humanitarian support to the community according to church policy and government regulations. |
| 2. Resource Implications | * 1. Needs assessment report   2. Public relations manual   3. Government rules and regulations relating to community participation.   4. Church policy manuals   5. Financial policy manual   6. Teaching aids e.g. Computer, projector and writing materials. |
| 3. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Written tests   3. Oral questioning   4. Practicum |
| 4. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment | Holistic assessment of other units relevant to the training sector, workplace and job role is recommended. |