****

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**HOMECARE MANAGER**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. 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 Homecare Management Level 4. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Homecare Management growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform 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 Hospitality and Accommodation Sector Skills Advisory Committee (SSAC), have developed these Occupational Standards for Homecare. These occupational standards will be the bases for development of competency-based curriculum for Homecare Management Level 4. These Standards will also be the bases 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, Hospitality and Accommodation SSAC, expert workers and all those who participated in the development of these occupational standards.

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

**CHAIRMAN, TVET CDACC**

# ACKNOWLEDGMENT

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

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

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

**CHAIRMAN**

**HGOSPITALITY AND ACCOMODATION SECTOR SKILLS ADVISORY COMMITTEE**

**ABBREVIATIONS AND ACRONYMS**

ADHD Attention Deficiency Hyperactive Disorder

BC Basic Competency

CC Common Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

HACCP Hazard Analysis at Critical Control Points

HC Home Care

HOS Hospitality

ICT Information Communication Technology

KNQA Kenya National Qualifications Authority

NEMA National Environmental Management Authority

OS Occupational Standards

OSHS Occupation Safety and Health Standards

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

WHO World Health Organisation

**KEY TO UNIT CODE**

HOS/OS/HC/BC/01/4/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

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# OVERVIEW

Homecare Management Level 4consists of competencies that an individual must achieve to perform household duties, conduct laundry operations, conduct cookery operations, provide child care and care of domestic pets.

This qualification consists of the following basic and core competencies:

**Basic competencies**

|  |  |
| --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** |
| HOS/OS/HC/BC/01/4/A | Demonstrate communication skills |
| HOS/OS/HC/BC/02/4/A | Demonstrate numeracy skills |
| HOS/OS/HC/BC/03/4/A | Demonstrate digital literacy |
| HOS/OS/HC/BC/04/4/A | Demonstrate entrepreneurial skills |
| HOS/OS/HC/BC/05/4/A | Demonstrate employability skills |
| HOS/OS/HC/BC/06/4/A | Demonstrate environmental literacy |
| HOS/OS/HC/BC/07/4/A | Demonstrate occupational safety and health practices |

**Common competencies**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/HC/CC/01/4/A | Carry out safety and injury prevention |
| HOS/OS/HC/CC/02/4/A | Demonstrate hygiene and sanitation |

**Core competencies**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| HOS/OS/HC/CR/01/4/A | Perform household duties |
| HOS/OS/HC/CR/02/4/A | Conduct laundry operations |
| HOS/OS/HC/CR/03/4/A | Conduct cookery operations |
| HOS/OS/HC/CR/04/4/A | Provide child care |
| HOS/OS/HC/CR/05/4/A | Care of domestic pets |

**BASIC UNITS OF COMPETENCY**

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** HOS/OS/HC/BC/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate communication skills. It involvesobtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**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. Obtain and convey workplace information | 1. Specific and relevant information is accessed from ***appropriate sources*** based on standard procedures 2. Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs 3. Appropriate ***medium*** is used to transfer information and ideas in accordance with workplace guidelines 4. Appropriate non- verbal communication is used as per the communication needs 5. Appropriate lines of communicationwith supervisors and colleagues are identified and followed based on workplace requirements 6. Location and storage of information is undertaken according to workplace procedures    1. Personal interaction is carried out clearly and concisely according to workplace requirements |
| 1. Complete relevant work-related documents | * 1. Range of forms relating to conditions of employment are completed according to workplace procedures   2. Workplace data is recorded based on workplace requirements   3. Errors in recording information are identified and acted upon in accordance with workplace policies   4. Reporting requirements are completed according to organizational guidelines |
| 1. Communicate information about workplace processes | 1. Information sources are identified according to workplace procedures 2. ***Methods of communication*** are selected based on workplace guidelines 3. Multiple operations are communicated according to workplace structure 4. Work-related questions are asked and responded based on set protocols 5. Information is selected and organized according to workplace requirements 6. Verbal and written reporting is undertaken as per workplace requirements 7. Communication is maintained according to workplace standards |
| 1. Lead workplace discussions | 1. Response to workplace issues is sought and provided as per workplace protocol 2. Constructive contributions are made based on ***workplace discussions*** 3. Workplace objectives and action plan are communicated according to workplace requirements |
| 1. Identify and communicate issues arising in the workplace | 1. Issues and problems are identified as per workplace guidelines 2. Problems and issues in the workplace are organized according to workplace operations 3. Dialogue is initiated with appropriate personnel as per workplace structure 4. Problems and issues raised are communicated as per the workplace reporting procedures |

**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. Methods of communication mayinclude but not limited to: | * Non-verbal gestures * Verbal * Face to face * Two-way radio * Speaking to groups * Using telephone * Written * Internet |
| 1. Workplace discussion may include but not limited to: | * Coordination meetings * Toolbox discussion * Peer-to-peer discussion |

**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:

* Organization requirements for written and electronic communication methods
* Effective verbal communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette

**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. Dealt with a range of communication/information at one time 2. Made constructive contributions in workplace issues 3. Sought workplace issues effectively 4. Responded to workplace issues promptly 5. Presented information clearly and effectively in written form 6. Used appropriate sources of information 7. Asked appropriate questions 8. Provided accurate information |
| 1. Resource Implications | 1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | 1. Third-party reports 2. Portfolio 3. Interview 4. Written tests 5. Observation 6. Oral questioning |
| 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:** HOS/OS/HC/BC/02/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**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 and use whole numbers and simple fractions, decimals and percentages for work | | 1. Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures. 2. Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs 3. Required numerical information located and decision made on appropriate method to solve a problem as per SOPs 4. Limited range of calculations performed using the four operations using SOPs 5. Links between operations described as per SOPs 6. Estimations made to check reasonableness of results of problem-solving process as SOPs 7. Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures |
| 1. Identify, measure and estimate familiar quantities for work | 1. Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures. 2. Familiar units of measurement needed for tasks is identified as per measurements manuals/charts 3. Familiar and simple amounts estimated as per workplace procedures. 4. Appropriate measuring equipment selected as per SOPs 5. ***Simple measuring equipment*** graduated in familiar units to measure relevant quantities is used as per graduation manuals. 6. Calculation done using familiar units of measurement as per SOPs 7. Measurements and results checked against estimates as per job specifications. 8. Results are recorded or reported as per workplace procedures 9. Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures. |
| 1. Read and use familiar maps, plans and diagrams for work | 1. Items and places are in familiar maps, plans and diagrams as per SOPs 2. Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs 3. Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs 4. Instructions to locate familiar objects or places are given and followed as per SOPs 5. Informal and some formal oral mathematical language and symbols are used as per SOPs |
| 1. Identify and describe common 2D and some 3D shapes for work | 1. ***Common 2D shapes and some common 3D shapes*** in familiar situations are identified and named as per job requirements 2. Common 2D shapes and designs are compared and classified as per SOPs 3. Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures. 4. Simple items used to draw or construct common 2D shapes as per workplace procedures. 5. Common 3D shapes matched to their 2D sketches or nets as per SOPs |
| 1. Construct simple tables and graphs for work using familiar data | 1. Common types of graphs are identified and named as per SOPs 2. Familiar data to be collected is determined in accordance with job specifications. 3. A method to collect data is selected in accordance with workplace procedures. 4. A small amount of simple familiar data is collected as per workplace procedures 5. One or two variables determined from the data collected as per SOPs. 6. Data ordered and collated as per standard operating procedures. 7. A table is constructed and data entered as per SOPs 8. Graphs are constructed using data from table as per job specifications 9. Results are promptly checked as per workplace procedures 10. Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures |
| 1. Identify and interpret information in familiar tables, graphs and charts for work | 1. Simple tables are identified in familiar texts and contexts in accordance with workplace procedures 2. Title, headings, rows and columns located in familiar tables as per SOPs 3. Information and data in simple tables identified and interpreted as per workplace procedures. 4. Information is related in accordance with workplace tasks 5. Familiar graphs and charts are identified in familiar texts and contexts as per SOPs 6. Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs 7. Information and data in familiar graphs and charts are identified and interpreted as per job requirements 8. Information is related to relevant workplace tasks as per job 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. Simple measuring equipment may include but not limited to: | * Rulers * Watches/clocks * Scales * Thermometers * AVO meter |
| 1. Common 2D shapes and common 3D shapes may include but not limited to: | * Round * Square * Rectangular * Triangle * Sphere * Cylinder * Cube * Polygons * Cuboids |

**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. Simple fractions, decimals and percentages are correctly identified and interpreted   2. Performed a limited range of calculations using the 4 operations   3. Performed calculations using familiar units of measurement   4. Recognised common symbols and keys in familiar maps, plans and diagrams   5. Constructed simple tables and graphs using familiar data   6. Identified and interpret information in familiar tables, graphs and charts |
| 1. Resource Implications | 1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written Test 2. Interview 3. Oral Questioning |
| 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:** HOS/OS/HC/BC/03/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software , applying computer software in solving task sand applying internet and email in communication at workplace.

**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 computer software and hardware | * 1. ***Appropriate computer software*** is identified according to manufacturer’s specification   2. ***Appropriate computer hardware*** is identified according to manufacturer’s specification |
| 1. Apply security measures to data, hardware, software | * 1. ***Data security and privacy are classified*** in accordance with the technological situation   2. ***Security and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected as per information security management guidelines.   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. Basic word processing concepts are applied in resolving workplace tasks   2. Word processing utilities are applied in accordance with workplace procedures   3. Data is manipulated on worksheet in accordance with office procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail is applied in workplace communication in accordance with office procedures   2. Office internet functions are defined and executed in accordance with office procedures   3. Network configuration and uses are determined in accordance with office operations 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.

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Appropriate computer software may include but not limited to: | * Operating system * MS office * Web browser * Media players |
| 1. Appropriate computer hardware may include but not limited to: | * Computer Case * Monitor * Keyboard * Mouse * Hard Disk Drive * Motherboard * Video Card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality * Cloud computing * Confidentiality * Cyber terrorism * Integrity -but-curious data serving |
| 1. Security and control measures may include but not limited to: | * Countermeasures and risk reduction * Cyber threat issues * Risk management |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Interpretation
* Typing
* Communication
* Computing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Input and output devices
* Central processing Unit (CPU)
* Peripherals
* Storage Media
* Software concept
* Types of concept
* Function of computer software
* Data security and privacy
* Security threats and control measures
* 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 sheet;
* Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
* Networking and Internet;
* Meaning, functions and uses of networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and apply 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 input, output, CPU and storage media devices of computers in accordance to computer specification   2. Identified concepts, types and functions of computer software according to operation manual   3. Identified and controlled security threats   4. Detected and protected computer crimes   5. Applied word processing in office tasks   6. Prepared work sheet and applied data to the cells in accordance to workplace procedures   7. Used Electronic Mail for office communication as per workplace procedure   8. Applied internet and World Wide Web for office tasks in accordance with office procedures   9. Applied laws governing protection of ICT |
| 1. Resource Implications | * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place   3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Practical assignment   3. Interview   4. Oral Questioning   5. Observation |
| 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:** HOS/OS/HC/BC/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required demonstrate entrepreneurial skills. It involvescreating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale business.

**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 and maintain small scale business | 1. Generation and evaluation of business ideas is undertaken in accordance with the existing procedure 2. Competencies are matched with business opportunities in accordance with business practices. 3. Procedure for starting a small business is identified as per the legal requirements 4. SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures 5. ***Business operations*** are monitored and controlled following established procedures. 6. Quality assurance measures are implemented in accordance with the business practices. 7. Good relations are maintained with staff/workers as per the workplace policies. 8. Policies and procedures on occupational safety and health and environmental concerns are constantly observed as per the workplace policies |
| 1. Establish small scale business customer base | 1. Good customer relations are maintained in accordance with office procedures 2. New customers and markets are identified, explored and reached out to according to the marketing plan 3. Promotions/Incentives are offered to loyal customers in accordance with office procedures 4. Additional products and services are evaluated and tried in accordance with marketing strategy 5. Customer record is maintained in accordance with office procedures |
| 1. Manage small scale business | 1. Enterprise is built up and sustained in line with judicious control of cash flows. 2. Profitability of enterprise is ensured as per the internal controls. 3. Unnecessary or lower-priority expenses and purchases are avoided as per the marketing strategy 4. Basic cost-benefit analysis are undertaken in accordance with office procedures 5. Basic financial management are undertaken in accordance with office procedures 6. Basic financial accounting in undertaken in accordance with office procedures 7. Business ***internal controls*** are implemented in accordance with office procedure 8. Setting business priorities and strategies is carried out according to office procedures 9. Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures 10. Preparation of business plansfor small business is undertaken in accordance with ***business strategy*** 11. Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP) |
| 1. Grow/ expand small scale business | 1. Prepared business growth strategy for small sale business in accordance with office procedures 2. Incorporated technology in small scale business growth in accordance with technological trends 3. Emerging issues and trends are considered in accordance with business growth strategy 4. Built audience interest in product/service according to growth strategy 5. Boosted cooperate communication according to business ***communication strategy*** |

**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. Business operations may include but not limited to: | * Purchasing * Accounting/administrative * Work production/operations/sales * Marketing |
| 1. Internal control may include but not limited to: | * Accounting systems * Financial statements/reports * Cash management * Human resource management |
| 1. Business Strategy may include but not limited to: | * Management of wastages * Environmental Conservation |
| 1. Communication strategy may include but not limited to: | * Blue print of exchange of information * Technology and exchange of information |

**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:

* Marketing
* Advertising
* Basic bookkeeping
* Accounting
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Generation and evaluation of business ideas
* Legal requirements for starting a small business
* SWOT/ PESTEL analysis
* Occupational Safety and Health
* Public relations concepts
* Business plan
* Business financing
* Marketing strategies
* Business management and control
* Production/ operation process
* Product promotion strategies
* Market and feasibility studies
* Business ethics
* Building customer relations
* Business models and strategies
* Types and categories of businesses
* Business internal controls
* Relevant national and local legislation and regulations
* Basic quality control and assurance concepts
* Building relations with customer and employees
* Building competitive advantage of the enterprise
* Business growth 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. Demonstrated entrepreneurial skills 2. Demonstrate competencies to create a small-scale business 3. Demonstrated ability to conceptualize and plan a micro/small business 4. Grew customer base for the small-scale business 5. Demonstrated ability to manage/operate a micro/small-scale business 6. Demonstrated competencies to grow a micro/small-scale business | |
| 1. Resource Implications | |  | | --- | | The following resources should be provided: |  1. Assessment location 2. Case studies on micro/small-scale enterprises 3. Assessment materials |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   |  |  | | --- | --- | | 1. Written tests 2. Observation 3. Oral questioning 4. Portfolio 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. |

# DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** HOS/OS/HC/BC/05/4/A

**UNIT DESCRIPTON**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate 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. 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 workplace ethics | 1. Policies and guidelines are observed as per the workplace requirements 2. Self-worth and professionalism is exercised in line with personal goals and organizational policies 3. Code of conduct is observed as per the workplace requirements 4. Integrity is demonstrated as per legal requirement |

**RANGE**

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

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Drug and substance abuse may include but not limited to: | * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 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 |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |

**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
* Critical thinking
* Observation
* Organizing
* Record keeping
* Problem solving
* Decision Making
* Resource utilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

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

# DEMONSTRATE ENVIRONMENTAL LITERACY

**UNIT CODE:** HOS/OS/HC/BC/06/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**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 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 compiled following standard protocol.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution complied following environmental regulations. |
| 1. Demonstrate sustainable use of resource s | * 1. Methods for minimizing wastage are complied with.   2. ***Waste management procedures*** are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing or reducing resource consumption are practiced. |
| 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/sector   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 |

**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 are not limited to: | * Masks * Gloves * Goggles * Safety hat * Overall * Hearing protector * Safety boots |
| 1. Environmental pollution control measures may include but are not limited to: | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and inhaling gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 1. Waste management procedures may include but are not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items * Handling * Transport |
| 1. Current resources usage may include but are not limited to: | * Electric * Water * Fuel * Telecommunications * Supplies * Materials |

**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
* Writing
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Storage methods of environmentally hazardous materials
* Disposal methods of hazardous wastes
* Usage of PPE Environmental regulations
* OSHS
* Types of pollution
* Environmental pollution control measures
* Different solid wastes
* Solid waste management
* Different noise pollution
* Methods of minimizing noise pollution
* Solid Waste Act
* Methods of minimizing wastage
* Waste management procedures
* Economizing of resource consumption
* Principle of 3Rs
* Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Types of workplace environmental hazards
* Environmental regulations
* Environmental regulations applying to the enterprise.
* Procedures for assessing compliance with environmental regulations.
* Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis current work processes to access information and data Analysis of data and information

**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 hazards 2. Controlled environmental pollution 3. Demonstrated sustainable resource use 4. Evaluated current practices in relation to resource usage |
| 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, etc.)   3. PPEs   4. Manuals and references   5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   6. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written tests 4. Third party reports 5. Portfolio |
| 1. Context of Assessment | Competency may be assessed:   1. On the job 2. Off the job 3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** HOS/OS/HC/BC/07/4/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves observing workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**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. Adhere to workplace procedures for hazards and risk prevention | 1. Arrangement of work area and items in accordance with workplace procedures requirements 2. Work standards and procedures are followed based on instructions 3. ***Prevention and control measures*** are applied based on instructions |
| 1. Participate in arrangements for workplace safety and health maintenance | 1. Orientations on ***OSH requirements and regulations*** is undertaken in line with policy. 2. Feedback on occupational health and safety are provided as per workplace instructions. 3. Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy. 4. ***OSH-related training needs*** are identified and proposed as per 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. Prevention and control measures may include but are not limited to: | * Eliminate the hazard * Isolate the hazard * Substitute the hazard with a safer alternative * Use administrative controls to reduce the risk * Use engineering controls to reduce the risk * Use personal protective equipment * Safety, Health and Work Environment Evaluation * Periodic and/or special medical examinations of workers |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| 1. Incidents and emergencies may include but are not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH requirements / regulations may include but are not limited to: | * Building code * Permit to Operate |
| 1. OSH-related trainings may include but are not limited to: | * Safety Orientations relevant to tasks * Safe and Correct Operation of Tools and Equipment * Health Orientations/trainings * Prevention and Control of OSH Hazards in the workplace * Chemical Handling * Safety Trainings * Prevention and Control of Work-related Injuries and Illness * Basic First-aid Trainings * Emergency Response Trainings * Trainings on use of fire-extinguisher |

**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
* Knowledge management
* Collaborating
* Interpersonal
* Troubleshooting
* Critical thinking
* Observation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH principles and legislations
* Principles of good housekeeping (5S)
* Company/workplace policies/ guidelines
* Standards and safety requirements of work process and procedures
* Standard Workplace emergency plan and procedures
* Safety and health requirements of tasks
* Workplace guidelines on providing feedback on OSH and security concerns
* OSH regulations
* Hazard control procedures
* OSH trainings relevant to work

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Arranged work area and items in accordance with 2. workplace procedures requirements 3. Followed work standards and procedures based on instructions 4. Applied ***Prevention and control measures*** based on instructions 5. Undertook orientations on ***OSH requirements and regulations*** in line with policy. 6. Provided feedback on occupational health and safety as per workplace instructions. 7. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy. 8. Identified and proposed ***OSH-related training needs*** as per workplace policy. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Portfolio of evidence 3. Third Party Reports 4. Written tests |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**COMMON UNITS OF COMPETENCY**

# CARRY OUT SAFETY AND INJURY PREVENTION

**UNIT CODE:** HOS/OS/HC/CC/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out safety and injury prevention. It involves determining home injuries, applying safety and injury preventive measures and carrying out first aid procedures.

**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. Determine home injuries | 1. ***Home injuries*** are outlined as per the Standard Operating Procedures. 2. Causes of home injuries are determined as per the SOPs. 3. ***Health hazards*** are identified as per the First Aid Manuals. |
| 1. Apply health and injury preventive measures | 1. ***Health and injury preventive measures*** are outlined as per the SOPs. 2. Basic safety principles are identified as per the SOPs 3. Preventive measures are applied as per the OSHA No. 15 (2010). |
| 1. Carry out first aid procedures | 1. ***First aid techniques*** are determined as per the first aid manual. 2. Injury victim and site are assessed as per the first aid manual. 3. First aid procedures are applied as per the emergency presented. 4. Personal safety measures is observed as OSHs. |

**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. Home injuries include but not limited to: | * Chocking * Cuts * Burns * Electrical injury * Falls * Poisoning |
| 1. Health hazards include but not limited to: | * Biological health hazards * Ergonomic * Chemical health hazards * Physical health hazards |
| 1. Health injuries and preventive measures include but not limited to: | * Room layout * Ventilation * Exits * Storage of flammable materials * Safety signage |
| 1. First aid techniques include but not limited to: | * Cardio Pulmonary Resuscitation * ABC check * Chest compression * Pressure application |

**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:

* Nursing
* Communication
* Interpersonal
* First Aid

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Common home injuries
* Health and safety hazards
* First Aid
* Safety and preventive measures

**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. Determined home injuries 2. Applied health and injury preventive measures 3. Carried out first aid |
| 1. Resource Implications | The following resources must be provided:   1. First aid manuals. 2. First Aid Kit 3. Skills lab |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. Third party report |
| 1. Context of Assessment | Competency may be assessed individually in the actual workplace or through accredited institution   1. On the job 2. Off the job 3. Work placement |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE HYGIENE AND SANITATION

**UNIT CODE:** HOS/OS/HC/CC/02/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate hygiene and sanitation. It involves demonstrating personal hygiene, demonstrating kitchen hygiene and safety, demonstrating food hygiene, demonstratingenvironmental hygiene and demonstrating water hygiene and sanitation.

**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 personal hygiene | 1. ***Personal hygiene practices*** are identified as per the SOPs. 2. Handwashing practices are adhered to as per the WHO guidelines 3. Proper bathing is observed as per the workplace procedures. 4. Oral hygiene practices are observed as per WHO guidelines. 5. Body hygiene is demonstrated as per the WHO guidelines 6. Etiquettes in personal hygiene are observed as per the workplace procedures. |
| 1. Demonstrate kitchen hygiene and safety | 1. Kitchen hygiene practices are identified as per the SOPs. 2. Kitchen surfaces are wiped as per the workplace procedures. 3. Kitchen equipment are cleaned and stored as per the workplace policies. 4. Kitchen safety procedures are demonstrated as per the WHO guidelines. |
| 1. Demonstrate food hygiene and safety | 1. HACCP principles are identified as per the SOPs. 2. ***Food hazards*** are identified as per the SOPs. 3. ***Food preservation methods*** are applied based on the type of food. 4. ***Food storage methods*** are identified as per the SOPs. 5. Cooked and uncooked storage methods are considered as per the workplace policy 6. Hygiene food preparation practices are applied based on the type of food. 7. HACCP principles are applied as per the workplace procedure and SOPs. 8. Food safety measures are demonstrated as per the WHO guidelines. |
| 1. Demonstrate environmental hygiene | 1. Household wastes are identified as per the SOPs. 2. ***Methods of waste disposal*** are identified as per the SOPs. 3. Emptying of bins and disinfection is demonstrated as per the NEMA policies. 4. Maintenance of drainage systems is demonstrated as per the workplace procedure and NEMA policies. 5. Management of pests i.e. rodents and insects is applied as per the workplace procedures 6. Legal aspects governing environmental hygiene is applied as per the NEMA policies. |
| 1. Demonstrate water hygiene and sanitation | 1. WASH components are identified as per the SOPs. 2. ***Water sources*** are identified as per the SOPs 3. ***Water characteristics*** are described as per the SOPs. 4. ***Water harvesting and storage methods*** are demonstrated as per the workplace procedures. 5. Water pollution and management is described as per the SOPs. 6. Legal aspects governing water hygiene and sanitation is applied as per the NEMA policies. |

**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. Personal hygiene practices include but not limited to: | * Bathing * Oral hygiene * Nail care * Hair care * Clothing |
| 1. Food hazards include but not limited to | 1. Microbiological hazards 2. Chemical hazards 3. Physical hazards 4. Allergens |
| 1. Food preservation methods include but not limited to: | * Smoking * Salting * Freezing * Drying * Chilling |
| 1. Food storage methods include but not limited to: | * Refrigeration * Use of containers * Food shelfs * Sacks * Zip locks |
| 1. Methods of waste disposal include but not limited to: | * Burning * Decomposition * Incineration * Recycle * Re-use * Reduce |
| 1. Water sources include but not limited to: | * Rain * Rivers * Lakes * Wells * Springs * Bore holes * Dams |
| 1. Water characteristics include but not limited to: | * Soft * Hard |
| 1. Water harvesting and storage methods include but not limited to: | * Use of gutter * Surface run off * Water catchments * Reservoirs i.e dams, ponds * In situ |

**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:

1. Craftsmanship
2. Critical thinking

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* NEMA policies
* Waste management
* Hygiene and Sanitation

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated personal hygiene 2. Demonstrated kitchen hygiene and safety 3. Demonstrated food hygiene 4. Demonstrated environmental hygiene 5. Demonstrated water hygiene and sanitation |
| 1. Resource Implications | The following resources must be provided:   1. Manuals |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |

# APPLY LIFE SKILLS

**UNIT CODE:** HOS/OS/HC/CC/03/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to apply life skills. It involves demonstrating critical thinking, demonstrating team work, demonstrating time management, carrying out basic accounting and demonstrating understanding of security within the home setting.

**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 critical thinking | 1. ***Critical thinking skills*** are identified as per literature 2. Problem is identified as per literature 3. ***Causes of problem*** are identified as per literature 4. Problem solving steps are demonstrated based on the identified problem 5. ***Problem solving skills*** are applied as per the nature of the problem 6. Problem solving methods are applied as per literature |
| 1. Demonstrate team work | 1. ***Team building skills*** are identified as per literature 2. Team building methods are identified as per literature and work place procedure 3. Team building is planned as per work place procedure 4. Team building skills are applied as per work place procedure |
| 1. Demonstrate time management | 1. ***Time management principles*** are identified as per literature 2. ***Time management skills*** are identified as per literature 3. ***Time management elements*** are identified as per literature 4. Time management is applied as per work place procedure |
| 1. Carry out basic accounting. | 1. ***Accounting skills*** are identified as per literature 2. Steps in financial planning are identified as per work place procedure and literature 3. ***Accounting systems*** are identified as per work place procedure 4. Financial planning steps are applied as per work place procedure |
| 1. Demonstrate understanding of security within the home setting | 1. Security threats are outlined as per the SOPs. 2. Types of security devices in a home are identified as per the SOPs. 3. Measures to counter security threats in a home setting are demonstrated as per the security guidelines |

**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. Critical thinking skills include but not limited to: | * Observation * Analysis * Interpretation * Reflection * Inference * Explanation * Evaluation |
| 1. Causes of problem include but not limited to: | * Favoritism * Inequality * Inequity |
| 1. Problem solving skills include but not limited to: | * Creativity * Research skills * Team work * Emotional intelligence * Risk management * Decision making |
| 1. Team building kills include but not limited to | * Planning * Decision making * Communication * Persuasion * Feed back * Leadership skills |
| 1. Time management principles include but not limited to: | * Commitment * Prioritize * Flexibility * Creativity |
| 1. Time management skills include but not limited to: | * Decision making * Prioritization * Goal setting * Communication * Planning * Delegation |
| 1. Time management elements include but not limited to: | * Clear vision * Know priorities * Focus on value * Lose urgency * Purge the waste * Time out |
| 1. Accounting skills include but not limited to: | * Self-discipline * Budgeting preparation * Self-control * Communication skills * Financial reporting * Analyzing statement * Problem solving skills |
| 1. Accounting management systems include but not limited to: | * Book keeping * Accounting * Inventory * Investment opportunity/risk |

**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
* Critical thinking
* Decision making
* ICT

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Financial and Life skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated critical thinking 2. Demonstrated team work 3. Demonstrated time management 4. Carried out basic accounting. 5. Demonstrated understanding of security within the home setting. |
| 1. Resource Implications | The following resources must be provided:   1. Accounting books |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |

# CARRY OUT PRE-DEPARTURE TRAINING

**UNIT CODE:** HOS/OS/HC/CC/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out pre-departure training. It involves researching destination country, processing travel documents, demonstrating travel process and establishing work ethics and legal aspects.

**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. Research destination country | 1. Geographical location of the country is established according to the geographical map. 2. Official language is determined based on the destination country. 3. Accommodation is determined based on the destination country. 4. Currency is determined based on the destination country. 5. Political and economic stability is established based on the destination country. 6. Religion is determined based on the destination country. 7. Cultural practices are determined based on the destination country. 8. ***Modes of transport*** are established as per the destination country 9. Climatic conditions are determined based on the weather patterns of the destination countries. |
| 1. Process travel documents | 1. ***Travels documents*** are identified as per immigration policies. 2. Medical examination is carried out as per the WHO guidelines. 3. Travel documents are processed as per the immigration policies. |
| 1. Demonstrate travel process | 1. Travel preparations are arranged based on the destination country. 2. International travel procedures are determined according to the destination country. 3. Safekeeping of documents is demonstrated as per the individual. 4. Plane etiquette is demonstrated as per the travelling agency. 5. Transit process is demonstrated based on the travelling documents. 6. Arrival and reception services are demonstrated based on the destination country. |
| 1. Establish work ethics and legal aspects | 1. Work ethic is demonstrated as per the national policies. 2. Complaints reporting and dispute resolutions are demonstrated as per the immigration policies and domestic workers act. 3. Consular services are identified as per the immigration policies. 4. ***Types of remittances*** are identified based on the destination country. 5. Return plan and re-integration is demonstrated as per the immigration policies. |

**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. Modes of transport include but not limited to: | * Road * Air * Water * Rail |
| 1. Travel documents include but not limited to: | * Visas * Passports * Work permits |
| 1. Type of remittances include but not limited to: | * Taxes * Medical covers * Other insurances |

**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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Immigration policies
* Travel documents
* Ethical and legal aspects

**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. Researched destination country 2. Processed travel documents 3. Demonstrated travel process 4. Established work ethics and legal aspects |
| 1. Resource Implications | The following resources must be provided:   1. Immigration guidelines 2. Travel documents |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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

# PERFORM HOUSEHOLD DUTIES

**UNIT CODE:** HOS/OS/HC/CR/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to perform household duties. It involves carrying out housecleaning chores, controlling household pests and compound cleaning, disposing household wastes, performing gardening activities, carrying out vehicle cleaning and carrying out household stock taking requisition and reporting.

**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. Carry out housecleaning chores | 1. Cleaning work plan is prepared as per the SOPs. 2. ***Cleaning methods*** are determined as per the workplace procedures. 3. ***Cleaning equipment and materials*** are identified based on the cleaning methods. 4. ***Cleaning detergents*** are determined as per the workplace procedures. 5. ***Household surfaces and upholstery materials*** are cleaned as per the type of material and surface. 6. ***Home electronics*** are cleaned as per the manual. 7. Cleaning processes are applied as per the workplace procedures 8. Safety measures in housekeeping are observed as per the OSHA no.15 (2010). 9. Cleaning materials, tools and equipment are stored and maintained as per the manual instructions and workplace policies. |
| 1. Control household pest and compound cleanliness | 1. ***Pests*** are identified as per the SOPs. 2. ***Pesticides*** are identified as per the SOPs. 3. Pesticides are selected based on the identified pests. 4. Pesticides are applied as per the user guidelines. 5. ***Compound cleaning equipment and tools*** are selected based on the cleaning method 6. Compound is cleaned as per work place procedures. 7. Safety measures and hygiene are applied as per the user guidelines. |
| 1. Dispose household wastes | 1. ***Types of waste*** are identified as per the SOPs. 2. ***Methods of waste disposal*** are determined as per the SOPs. 3. Wastes are sorted based on the selected method of disposal 4. Tools and materials are selected as per the workplace procedures. 5. Hygiene and safety measures are adhered to as per NEMA policies. 6. Legal measures in waste disposal are applied as per NEMA regulations. |
| 1. Perform gardening activities | 1. ***Types of gardens*** are identified as per the SOPs. 2. ***Gardening methods*** are identified as per the workplace procedures 3. ***Garden tools and equipment*** are selected based on the gardening methods 4. ***Gardening techniques*** are applied as based on the selected garden. 5. ***Garden pest*** are identified as per the SOPs. 6. Pesticides are identified as per the SOPs. 7. Signs and symptoms are determined based on the plant presentation. 8. ***Control measures*** are applied based on the presenting signs and symptoms. |
| 1. Carry out vehicle cleaning | 1. ***Types of vehicles*** are identified as per the SOPs. 2. Cleaning methods are identified as per the SOPs. 3. Equipment and materials are selected based on the cleaning method selected. 4. Cleaning process is applied as per the selected cleaning method. |
| 1. Carry out household stock taking requisition and reporting | 1. ***House hold stock*** are identified as per work place procedures 2. ***Methods of reporting*** ofstock is applied as per work place procedures 3. ***Modes of acquisition*** of stock is made as per work place procedures |

**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. Cleaning methods    1. include but not limited to: | * Sweeping * Dusting * Mopping * Scrubbing * Dump cleaning * Hovering * Rubbing * Wiping * Waxing |
| 1. Cleaning equipment and materials include but not limited to: | * Mops * Basins * Brushes * Brooms * Dustpan * Dustbin * Vacuum cleaners * Dusting linens |
| 1. Cleaning detergents include but not limited to: | * Shampoos * Bar soap * Liquid soap * Bleaching agents * Fabric softeners * Glass cleaner * Air fresheners * Bio degradable detergents |
| 1. Household surfaces include but not limited to: | * Walls * Floors * Ceilings * Worktops |
| 1. Upholstery materials include but not limited to: | * Tiles * Terrazzo * Granite * Wooden blocks |
| 1. Home electronics include but not limited to: | * Televisions sets * Radio receivers * DVD players * Telephones * Video game consoles * Digital cameras |
| 1. Compound cleaning equipment and tools include but not limited to; | * Scrub brush * Broom * Dust pan * Vacuum cleaner |
| 1. Compound cleaning include but not limited to: | * Cleaning Pavements * Cleaning gazebo * Cleaning gate * Cleaning toilets in the compound |
| 1. Types of wastes include but not limited to: | * Solid * Liquid |
| 1. Methods of wastes disposal include but not limited to: | * Burning * Incineration * Decomposition * 4R’s (Recycle. Reduce, Re-use and Refuse) |
| 1. Types of gardens include but not limited to: | * Kitchen garden * Flower garden * Open lawns |
| 1. Gardening methods include but not limited to: | * Container gardening method * Traditional in ground gardening * Raised bed gardening * Vertical gardening |
| 1. Tools and equipment include but not limited to: | * Water sprinklers * Hand trowels * Secateurs * Hoe * Gardening gloves * Spade * Fork * Shovel * Rake * Saw * Wheelbarrow |
| 1. Garden pests include but not limited to: | * Aphids * Cabbage maggot * Caterpillars * Cutworms * Colorado potato beetle * Mexican bean beetle * Flea beetle |
| 1. Control measures include but not limited to: | * Use of pesticides * Crop rotation * Picking large insects * Creation of physical barriers |
| 1. Gardening techniques include but not limited to: | * Watering * Trimming * Pruning * Plucking * Spraying |
| 1. House hold stock include but not limited to | * Food stuff * Toiletries * Detergents * Utensils |
| 1. Methods of reporting include but not limited to: | * Verbal * Written * Phone calls * E mail * SMS |
| 1. Modes of acquisition include but not limited to: | * Purchasing from market and stores * Home deliveries * On line |

**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:

* Washing
* Polishing
* Communication
* Interpersonal
* ICT
* Etiquette

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Cleaning methods and detergents

**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. Carried out housecleaning chores 2. Carried out pest control and compound cleaning 3. Disposed household wastes 4. Performed gardening activities 5. Carried out vehicle cleaning 6. Carried out household stock taking requisition and reporting |
| 1. Resource Implications | The following resources must be provided:   1. Operating manuals. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |

# CONDUCT LAUNDRY OPERATIONS

**UNIT CODE:** HOS/OS/HC/CR/02/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct laundry operations. It involves carrying out linen washing, carrying out linen drying and repair, carrying out linen finishing and storage and storing laundry equipment and detergents

**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. Carry out linen washing | 1. ***Linen types*** are identified as per the SOPs. 2. Fabric care labels are identified as per the SOPs. 3. Linens are sorted based on the care labels and colour. 4. ***Washing detergents* are**selected as per the detergent type. 5. Linen ***washing tools and equipment*** are determined as per the workplace policy 6. ***Washing procedures*** are applied as per the workplace procedures. 7. Safety measures in laundry are observed as per the OSHs. |
| 1. Carry out linen drying and repair | 1. ***Linen finishing methods*** are identified as per the type of fabric. 2. Linen finishing method is selected based on the identified method. 3. ***Drying methods and equipment*** are selected based on the drying method identified. 4. Linens are dried based on the care labels and workplace policies. 5. Types of ***linen repair methods*** are identified as per the SOPs. 6. ***Repair tools and equipment*** are selected based on the identified method of repair. 7. Repairing procedures are applied based on the selected method of repair. |
| 1. Carry out linen finishing and storage | 1. ***Finishing equipment*** are identified as per the SOPs. 2. Linens are ironed as per the care labels. 3. Linens are pressed based on the linen type 4. ***Storage equipment*** is identified as per the SOPs. 5. Linen ***storage methods*** are selected as per the workplace procedures. 6. Linens are stored as per the selected storage method. |
| 1. Store laundry equipment and detergents | 1. ***Laundry equipment*** are identified as per the SOPs. 2. Laundry equipment are cleaned as per the operating manual 3. Faulty laundry equipment is serviced and maintained as per the workplace procedures. 4. Laundry equipment are stored as per the manual instructions 5. Laundry detergents are finished and stored as per the workplace procedures. |

**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. Laundry equipment include but not limited to: | * Washing * Drying * Finishing * Storage |
| 1. Linen types include but not limited to: | * Cotton * Wool * Acrylic * Nylon * Silk * Blended cotton * Polyester * Satin |
| 1. Washing detergents include but not limited to: | * Soap detergents * Soap less detergents |
| 1. Washing tools and equipment include but not limited to: | * Buckets * Basins * Laundry brush * Washing machines * Boilers/large sufurias |
| 1. Washing procedures include but not limited to: | * Soaking * Stain removal * Bleaching * Rinsing |
| 1. Linen finishing methods include but not limited to: | * Bluing * Starching * Ironing * Pressing |
| 1. Drying method include but not limited to: | * Open air drying * Machine drying |
| 1. Drying equipment include but not limited to: | * Cloth line * Pegs * Drying racks * Clothes horse * Driers |
| 1. Finishing equipment include but not limited to: | * Irons * An ironing table or board * Sleeve board * Calendaring machine |
| 1. Linen repair methods include but not limited to: | * Preventive mending * Clipping * Reattaching buttons * Darning * Hand darning * Machine darning * Patching * Replacement |
| 1. Repair tools and equipment include but not limited to: | * Mending tape * Scissors * Threads * Needles * Safety pins |
| 1. Storage equipment include but not limited to: | * Hangers * Chest of drawers * Wardrobes |
| 1. Storage methods include but not limited to: | * Hanging * Folding * Rolling |

**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:

* Laundry
* Communication
* Interpersonal
* Critical thinking
* Etiquette

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Laundry detergents
* Laundry methods
* Types of linen
* Linen care labels

**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. Carried out linen washing 2. Carried out linen drying and finishing 3. Carried out linen repair and storage 4. Stored laundry equipment and detergents |
| 1. Resource Implications | The following resources must be provided:   1. Operating manuals. 2. Laundry area |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |

# CONDUCT COOKERY OPERATIONS

**UNIT CODE:** HOS/OS/HC/CR/03/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to conduct cookery operations. It involves preparing a meal, conducting food service, carrying out food storage and preservation and cleaning kitchen equipment.

**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. Plan and Prepare a meal | 1. ***Balanced diet components*** are determined as per the SOPs. 2. Meal plan is developed as per the need of the household 3. Ingredients are cleaned as per the workplace policy 4. ***Cooking methods*** are identified as per the SOPs. 5. ***Cooking equipment and tools*** are selected based on the selected cooking method. 6. Meals are prepared as per the provided recipes. |
| 1. Conduct food and beverage service | 1. ***Food and beverage service methods*** are determined as per the SOPs. 2. ***Food and beverage service equipment*** are selected based on the selected food service method. 3. Table setting is done based on the selected method of service. 4. Cooked food is arranged as per the method of service 5. Food service etiquette is applied as per the workplace policies. 6. Table is cleared as per the workplace procedures. 7. Table surfaces are cleaned as per the workplace procedures. |
| 1. Carry out food storage and preservation | 1. ***Food storage methods*** are identified as per the SOPs 2. ***Food preservation methods*** are identified as per the SOPs. 3. Cooked and uncooked food are stored based on the selected method of storage 4. Cooked and uncooked food are preserved based on the selected preservation method. |
| 1. Clean kitchen equipment | 1. Cleaning materials and detergents are selected as per the workplace policy. 2. ***Kitchen equipment*** are sorted as per the workplace procedures. 3. Kitchen equipment are washed as per the workplace guidelines. 4. ***Finishing techniques*** are applied as per the SOPs. 5. Kitchen equipment are stored as per the workplace procedures. 6. Kitchen surfaces are cleaned as per the workplace procedures. 7. Cleaning materials are washed and stored as per the workplace procedures. |

**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. Balanced diet components    1. include but not limited to: | * Carbohydrates * Proteins * Vitamins * Fat * Water * Fiber * Minerals |
| 1. Cooking methods include but not limited to: | * Boiling * Stewing * Steaming * Frying * Poaching * Grilling * Baking * Broiling * Roasting |
| 1. Cooking equipment and tools include but not limited to: | * Small equipment * Sufuria * Grater * Spoons * Knives * Chopping boards * Tea pots * Coffee tops * Large equipment * Cookers * Oven * Refrigerator * Microwaves * Industrial potato peeler * Dough mixers |
| 1. Ingredients include but not limited to: | * Spices and condiments * Seasonings * Stabilizers * Thickeners * Emulsifiers |
| 1. Food service methods include but not limited to: | * English/family * Silver * Plate * Platter * Buffet |
| 1. Food service equipment include but not limited to: | * Chaffing dishes * Baine Marie * Coffee percolator * Water and beverage dispensers * Cake stand |
| 1. Food storage include but not limited to: | * Refrigeration * Use of containers * Food shelfs * Sacks * Zip locks |
| 1. Food preservation include but not limited to: | * Smoking * Salting * Freezing * Drying * Chilling |
| 1. Kitchen equipment include but not limited to: | * Cap boards * Cookers * Work surfaces * Toaster |
| 1. Finishing techniques include but not limited to: | * Polishing silver ware * Steaming glass ware * Drip drying * Wiping |

**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:

* Cooking
* Washing
* Communication
* Interpersonal
* Etiquette

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Cleaning methods and detergents
* Cooking methods
* Cooking and food service equipment
* Basic food knowledge
* Food allergies

**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 meal 2. Conducted food service 3. Carried out food storage and preservation 4. Cleaned kitchen equipment |
| 1. Resource Implications | The following resources must be provided:   1. Operating manuals. 2. Recipes 3. Food labels |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. Third party report |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. Off the job   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 CHILD CARE

**UNIT CODE:** HOS/OS/HC/CR/04/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to provide child care. It involves applying principles of child care, preparing child feed, carrying out child feeding, preparing child for sleep and performing child activities

**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 principles of child care | 1. Child development knowledge is demonstrated as per the SOPs. 2. Assessment and placement monitoring is demonstrated as per work place procedures. 3. Sense of belonging and upholding child dignity is demonstrated as per SOPs |
| 1. Prepare child feed | 1. Child foods are identified as per the SOPs. 2. Childfood plan is generated as per the work place procedures. 3. Child feed is prepared as per the generated food plan. 4. Food safety and hygiene is applied as per the SOPs |
| 1. Carry out child feeding | 1. Child feeding utensils are identified as per the work place procedures 2. Number of meals is determined as per the dietary guidelines. 3. Quantities are calculated as per the dietary requirements of the child. 4. Child is fed based on the feeding method. 5. Safety and hygiene is applied as per the SOPs. |
| 1. Prepare child for sleep | 1. ***Type of bed*** is determined as per the SOPs. 2. Child sleeping schedule time is formulated as per the age of the baby. 3. Bed linens are selected based on the present weather conditions. 4. Bed is spread based on the age of the baby. 5. Sleep stimulation is performed based on the age of the baby. 6. Safety and hygiene measures in the nursery are observed as per the OSHs. |
| 1. Perform child activities | 1. Bathing procedure is applied as per the child’s age and state. 2. Clothing is carried out based on the child’s state. 3. Safety measures are applied as per SOPs. 4. Toilet procedure is demonstrated based on the child’s age and state. 5. Sensory stimulation and emotional support is provided as per the workplace policies |

**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 bed include but not limited to: | * Moses basket * Crib or coat |

**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:

* Cooking
* Washing
* Nursing
* Communication
* Interpersonal
* Etiquette

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Grooming
* Nutritional needs
* Psychology
* First Aid

**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. Applied principles of child care 2. Prepared baby’s feed 3. Prepared child for sleep 4. Carried out child feeding 5. Performed child activities |
| 1. Resource Implications | The following resources must be provided:   1. Operating manuals. 2. Recipes 3. Food labels |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |

# CARE FOR DOMESTIC PETS

**UNIT CODE:** HOS/OS/HC/CR/05/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to care for domestic pets. It involves demonstrating understanding of domestic pets, feeding domestic pets, carrying out pet hygiene and sanitation and monitoring pest infection.

**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 domestic pets | 1. ***Types of pets*** are identified. 2. Pets character is identified as per literature 3. Legal requirements for keeping pets are adhered to as per the regulatory policies. |
| 1. Feeding domestic pets | 1. Feed plan is generated as per the work place procedures. 2. Feeding habits are identified as per literature 3. Meal is prepared based on the required quantity. 4. Domestic pets are fed based on the formulated meal plan. |
| 1. Carry out pet hygiene and sanitation | 1. Washing detergents are selected based on the need. 2. ***Washing equipment and tools*** are selected based on the need. 3. Pet cleaning is carried out as per the workplace policies. 4. Pet utensils are cleaned and stored as per the workplace procedures 5. Pet structures are cleaned as per the workplace procedures. 6. Waste disposal is carried out as per the NEMA regulations. |
| 1. Monitor pet infection | 1. ***Pet infections*** are identified as per the SOPs. 2. Signs and symptoms are determined based on the pet presentation. 3. Pet infection is reported to relevant person as per the workplace procedures 4. Medicine is administered based on the veterinary instructions |

**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. Type of pets include but not limited to: | * Cats * Dogs * Birds * Rabbits |
| 1. Pet infections include but not limited to: | * Viral * Bacterial * Fungal |
| 1. Control measures include but not limited to: | * Quarantine * Vaccination |

**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:

* Pet management

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Types of pets
* Management of pets
* Veterinary services

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated understanding of domestic pets 2. Fed pets 3. Carried out pet hygiene and sanitation 4. Monitored pest infection |
| 1. Resource Implications | The following resources must be provided:   1. First Aid Kit 2. Manuals |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral Questioning 3. Written Test 4. Case studies 5. 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. |