**TVET CURRICULUM DEVELOPMENT, ASSESSMENT AND CERTIFICATION COUNCIL (TVET CDACC)**

**COMPETENCY BASED CURRICULUM**

**FOR**

**PUBLIC ADMINISTRATION**

**LEVEL 6**



TVET CDACC

P.O BOX 15745-00100

NAIROBI

First published 2019

© 2019, TVET CDACC

All rights reserved. No part of this curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of the TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO, at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email:** info@tvetcdacc.go.ke

# 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 this Curriculum has been developed.

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

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

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

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

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

**CHAIRPERSON**

 **TVET CDACC**

# ACKNOWLEDGMENT

This curriculum was developed through combined effort of various stakeholders from private and public organizations. I am 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 Public Administration Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of this curriculum.

I acknowledge all other institutions, which in one way or another contributed to the development of this curriculum

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# TABLE OF CONTENTS

[FOREWORD iii](#_Toc69463129)

[PREFACE iv](#_Toc69463130)

[ACKNOWLEDGMENT v](#_Toc69463131)

[TABLE OF CONTENTS vi](#_Toc69463132)

[ABBRREVIATIONS AND ACRONYMS viii](#_Toc69463133)

[COURSE OVERVIEW ix](#_Toc69463134)

[BASIC UNITS OF LEARNING 1](#_Toc69463135)

[COMMUNICATION SKILLS 2](#_Toc69463136)

[NUMERACY SKILLS 5](#_Toc69463137)

[DIGITAL LITERACY 10](#_Toc69463138)

[ENTREPRENEURIAL SKILLS 13](#_Toc69463139)

[EMPLOYABILITY SKILLS 17](#_Toc69463140)

[ENVIRONMENTAL LITERACY 23](#_Toc69463141)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 28](#_Toc69463142)

[COMMON UNITS OF COMPETENCY 31](#_Toc69463143)

[PUBLIC COMMUNICATION 32](#_Toc69463144)

[DEMONSTRATE KNOWLEDGE OF ADMINISTRATIVE GOVERNANCE 36](#_Toc69463145)

[PUBLIC ADMINISTRATION RESEARCH WORK 41](#_Toc69463146)

[CORE UNITS OF COMPETENCY 44](#_Toc69463147)

[PUBLIC SECURITY MANAGEMENT 45](#_Toc69463148)

[HUMAN RESOURCES MANAGEMENT 51](#_Toc69463149)

[GOVERNMENT POLICIES AND PROGRAMMES 55](#_Toc69463150)

[CRISIS AND DISASTER MANAGEMENT 60](#_Toc69463151)

[IMMIGRATION AND REGISTRATIONS 64](#_Toc69463152)

[PUBLIC FINANCES 67](#_Toc69463153)

[CONFLICT RESOLUTION AND MANAGEMENT 71](#_Toc69463154)

[LAND ADMINISTRATION SERVICES 75](#_Toc69463155)

[REGIONAL AND INTERNATIONAL COOPERATION 79](#_Toc69463156)

# ABBRREVIATIONS AND ACRONYMS

CDACC Curriculum Development, Assessment and Certification Council

ICT Information and Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

PPE Personal protective equipment

TVET Technical and Vocational Education and Training

ISP Information security policy

SOP Standard Operating Procedures

# COURSE OVERVIEW

**BASIC UNITS OF LEARNING**

Public Administration level 6 qualification consists of competencies that an individual must achieve to manage public security, disaster, public finance and human resources. It also involves managing public security, managing human resources, co-ordinating implementation of government policies and programmes, managing disaster, managing public finance, co-ordinating conflict resolution and management, providing land administration services and co-ordinating regional and international cooperation.

Public Administrator level 6 comprises the units of learnig which include the following basic, common and core competencies:

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| BUS/CU/PA/BC/01/6/A | Communication Skills | 40 |  |
| BUS/CU/PA/BC/02/6/A | Numeracy Skills | 60 | 4 |
| BUS/CU/PA/BC/03/6/A | Digital Literacy | 60 | 6 |
| BUS/CU/PA/BC/04/6/A | Entrepreneurial Skills | 100 | 6 |
| BUS/CU/PA/BC/05/6/A |  Employability Skills | 80 | 5 |
| BUS/CU/PA/BC/06/6/A | Environmental Literacy | 40 | 6 |
| BUS/CU/PA/BC/07/6/A | Occupational Safety and Health Practices | 40 | 6 |
| **Total** | **380** | **38** |

**COMMON UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| BUS/CU/PA/CC/01/6/A | Public Communication | 100 | 10 |
| BUS/CU/PA/CC/02/6/A | Demonstrate Knowledge Of Governance | 110 | 11 |
| BUS/CU/PA/CC/03/6/A | Public Administration Research Works | 116 | 11 |
|  **Total** | **326** | **32** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| BUS/CU/PA/CR/01/6/A | Public Security |  250 |  25 |
| BUS/CU/PA/CR/02/6/A | Human Resources Management  | 150 | 15 |
| BUS/CU/PA/CR/03/6A | Government Policies And Programs | 150 | 15 |
| BUS/CU/PA/CR/04/6/A | Crisis And Disaster Management | 150 | 15 |
| BUS/CU/PA/CR/05/6/A | Immigration And Registrations | 150 | 15 |
| BUS/CU/PA/CR/06/6/A | Public Finance  | 150 | 15 |
| BUS/CU/PA/CR/07/6/A | Conflict Resolution And Management. | 150 | 15 |
| BUS/CU/PA/CR/08/6/A | Land Administration  | 200 | 20 |
| BUS/CU/PA/CR/09/6/A | Regional And International Cooperation | 100 | 10 |
| BUS/CU/PA/CR/09/6/A | Industrial Attachment  | 480 | 48 |
|  | **Total**  | **1940** | **194** |
|  | **Grand total**  | **2646** | **264.6** |

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of C- (C minus)

**Or**

1. Public Administration Level 5 certificate with **one** year of continuous work experience

**Or**

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

 **Industrial attachment**

It is envisaged that the trainee will have undergone an industrial training and assessment with a recognized institution as a prerequisite for completion of this training course.

**Trainer qualification**

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

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an internal accredited verifier while external assessment is the responsibility of TVET CDACC.

As part of the continuous internal assessment process, trainees will maintain a portfolio of evidence of their achievements.

**Certification**

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

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

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE:** BUS/CU/PA/BC/01/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction

**Recommended Resources**

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

**NUMERACY SKILLS**

**UNIT CODE:** BUS/CU/PA/BC/02/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 60 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**DIGITAL LITERACY**

**UNIT CODE:** BUS/CU/PA/BC/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Printers
* Storage devices
* Internet access

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** BUS/CU/PA/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**EMPLOYABILITY SKILLS**

**UNIT CODE:** BUS/CU/PA/BC/05/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE**:BUS/CU/PA/BC/01/6/A

**Relationship to Occupational Standards**:

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** BUS/CU/PA/BC/07/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 40 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks
 | * Identification of hazards in the workplace and/or the indicators of their presence
* Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace
* Gathering of OSH issues and/or concerns
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Control OSH hazards
 | * Prevention and control measures e.g. use of PPE
* Risk assessment
* Contingency measures
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Implement OSH

 programs | * Company OSH program, evaluation and review
* Implementation of OSH programs
* Training of team members and advice on OSH standards and procedures
* Implementation of procedures for maintaining OSH-related records
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# COMMON UNITS OF COMPETENCY

# PUBLIC COMMUNICATION

**UNIT CODE:** BUS/CU/PA/CC/01/6/A

**Relationship to Occupation Standards:**

This unit addresses the unit of competence: to Managing public communication

**Duration of the unit:** 100 hours

**Unit description**:

This unit specifies competencies required to manage public communication. It involves; identifying the process of communication, developing communication strategies, applying official communication skills, managing meetings, carrying out public relations activities, managing communication policy issues and practices in government

**Summary of Learning Outcomes**

* 1. Identify the process of communication
	2. Develop communication Strategies
	3. Apply official communication skills
	4. Manage meetings
	5. Carry out public relations activities
	6. Manage communication policy issues and practices in government

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify the process of communication,
 | * The communication process
* Elements of communication
* Channels of communication
* Barriers to effective communication
* Strategies of overcoming barriers to effective communication
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Develop communication strategies
 | * Dynamics of groups
* Styles of group leadership
* Openness and flexibility in communication
* Communication skills relevant to client groups
 | * Observation
* Written
 |
| 1. Apply official communication skills,
 | * Decrees, Orders, Ordinances, formal correspondence, forms circulars and instructions
* Role of official communication in public administration
* Forms of official communication
* Protocol in communication and the chain of command
* Etiquette and Diplomacy in official communication
* Standard procedures in production and dissemination of government information
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Manage meetings,
 | * Classification of meetings
* Role of parties in a meeting
* Preparation of meetings
* Management of meetings is conducted as per SOPs
* Notice, Agenda and Minutes of a meeting
* Follow up on meeting’s decisions
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out public relations activities
 | * Role of public relations in public administration
* Customer care desk
* Assessment tools in public relations activities
* Information gathering
* Public relations program
* Appreciation of the situation
* Defining objectives
* Defining publics
* Identifying public relations media and techniques
* Work plan
* Assessment of results
 |  |
| 1. Manage communication policy issues and practices in government
 | * Communication policy issues and practices
* Procedures in communicating government issues and operations
* Monitoring and evaluation process
* Monitoring and evaluation tools
* Reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders

# ADMINISTRATIVE GOVERNANCE

**UNIT CODE:** BUS/CU/PA/CC/02/6/A

**Relationship to Occupation Standards:**

This unit addresses the unit of competence: Demonstrate knowledge of administrative governance

**Duration of the unit:** 110 hours

**Unit description**:

This unit specifies competencies required to demonstrate knowledge of governance. It involves; evaluating evolution of public administration, analyzing comparative administration, evaluating functions of the Legislature, evaluating functions of the executive, evaluating functions of the Judiciary, analyzing objectives and principles of devolution, applying knowledge on commercial and administrative law, analyzing the levels of government, carrying out policy formation and execution and applying principles and practice of management

**Summary of Learning Outcomes**

1**.** Demonstrate knowledge of evolution of public administration

2. Comparative traditional and western administration

3. Analyze structure of government

4. Evaluate functions of Legislature

5. Evaluate functions of Legislature functions of the Executive

6. Evaluate functions of Judiciary

7. Analyse objectives and principles of devolution

8. Apply knowledge on commercial law and administrative law

9. Analyze the levels of government

10. Carry out policy formation and execution

11. Apply principles and practice of management

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of evolution of public administration
 | * Meaning and functions of administration
* Features of administration
* Traditional African administration
* Western administration
* Process of evolution to the modern state
* The public service commission
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Comparative traditional and western administration
 | * Capitalism
* Socialism
* Communism
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Analyze structure of government
 | * The Organization structure in government
* Meaning of ministerial government
* Government ministries
* Role of ministries
* Representation of people in government
* Commissions and independent offices
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Evaluate functions of Legislature
 | * Constitution
* Role of Parliament as per SOP
* Role of the National Assembly
* Role of Senate as per SOPs
* The composition and membership of parliament
* Offices of Parliament
* procedure for enacting legislation
* Parliament’s general procedures and rule
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Evaluate functions of Legislature functions of the Executive
 | * Principles of separation of power
* Principles of executive authority
* National executive
* Duties of the President
* Duties of the Deputy President
* Duties of the Attorney-General
* Duties of Director of Public Prosecutions
* Duties of the Cabinet and Secretary to the Cabinet
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Evaluate functions of Judiciary
 | * Comparative study of different judicial systems in the world
* Judicial legal system in Kenya
* Judicial authority
* Judicial offices and officers
* System of courts
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Analyse objectives and principles of devolution
 | * Objects of devolution
* Principles of devolved government
* Structure of the county government is
* County executive
* County Assembly
* Qualification for the election of a governor and deputy governor
* Qualification for election of county assembly members
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Apply knowledge on commercial law and administrative law
 | * General principles of law
* Law of contract,
* law of Tort,
* land law
* criminal law
* Legal principles of public administration
* Family law
* Law of persons
* Law relating to conduct, ethics and integrity of a public officer
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Analyze the levels of government
 | * National governments
* Functions of the National government
* Objects and principles of devolved governments
* Functions and powers of County governments
* Boundaries of Counties
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out policy formation and execution
 | * social policy and administration
* Sources of government policies
* Government
* Co-ordination of government activities
* Legal administration
* Government policy making process
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Apply principles and practice of management
 | * Planning
* Organizing
* Controlling
* Coordinating
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen

# PUBLIC ADMINISTRATION RESEARCH WORK

**UNIT CODE:** BUS/CU/PA/CC/03/6/A

**Relationship to Occupation Standards:**

**Duration of the unit:** 116 hours

**Unit description**:

This unit covers the competencies required to conduct public administration research works. It involves; identify research problem, formulating the research plan, developing research tools, carrying out data collection, analyzing collected data and preparing research report

**Summary of Learning Outcomes**

1. Identify research problem
2. Formulate research plan
3. Develop research tools
4. Carry out data collection
5. Analyze collected data
6. Prepare research report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify research problem
 | * Literature review
* Literature review analysis
* Research problem
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Formulate research plan
 | * Scope of study
* Objectives
* Time
* Budget
* Samples
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Develop research tools
 | * Required tools
* Designing required tools
* Testing of selected tools
* Validating research tools
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out data collection
 | * Data collection team
* Training of data collection team
* Piloting of Research tools
* Administration of research tools
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Analyze data
 | * Types of Data analysis tool
* Preparation of data analysis tools
* Process of data analysis
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Prepare research report
 | * Meaning and importance of reports
* Types of reports
* Components of a report
* Characteristics of a good report
* Process of compiling a report
* Sharing and disseminating report findings
* Implementation
	+ recommendations
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders

# CORE UNITS OF COMPETENCY

# PUBLIC SECURITY MANAGEMENT

**UNIT CODE:** BUS/CU/PA/CR/1/6/A

**Relationship to Occupational Standards:**

This unit addresses the unit of competency: Managing public security

**Duration of unit:** 250 hours

**Unit description:**

 This unit specifies the competencies required to manage public security. It involves; co-coordinating and conducting security committee meetings, analyzing security reports, coordinating security agencies, preparing security reports, undertaking crime and violence prevention initiatives, participating in war against terrorism, sensitizing the public on war against terrorism, regulating and enforcing compliance in the gaming industry and carrying out campaigns against illicit alcohol, drugs and substance abuse, leading multi-agency teams on eradicating contraband/counterfeit goods, coordinating food security, carrying out public health education and preparing of final security report.

**Summary of learning Outcomes**

1. Co-ordinate and conduct security committee meetings,
2. Analyze security reports,
3. Co-ordinate security agencies
4. Prepare security reports
5. Undertake crime and violence prevention initiatives,
6. Participate in war against terrorism,
7. Sensitize the public on war against terrorism
8. Regulate and enforce compliance in the gaming industry and
9. Carry out campaigns against illicit alcohol, drugs and substance abuse.
10. Lead multiagency teams on eradicating contraband/counterfeit goods.
11. Co-coordinating food security
12. Carry out public health education
13. Prepare final security reports

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

|  |  |  |
| --- | --- | --- |
|  **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Co-ordinate and conduct security committee meetings,
 | * Hierarchy of command
* Types of security committees
* Composition of security committee
* Notice of a meeting
* Agenda of a meeting
* Minutes of a meeting
* Terms used in meetings
* Standing orders
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Analyze security reports,
 | * Security reports:
* Stock theft
* Petty crimes
* Intelligence reports
* Trends in criminal activities
* Decision making process
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Co-ordinate security agencies
 | * Job descriptions of the members of security committees
* Work plan
* Security equipment
* Resources
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Prepare security reports,
 | * Types of reports
* Uses of reports
* Parts of a report
* Qualities of a report
* Methods of sharing reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Undertake crime and violence prevention initiatives,
 | * Formulation of strategies
* Implementation of strategies
* Community policing/Nyumba kumi initiative
* Intelligence reports
* Forensic Science
* Tracking
* Security equipment
* Raids/crackdowns/operations against crime
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Participate on war against terrorism,

 | * Prevention of Terrorism Act
* Mapping of terrorism prone areas
* Trends in terrorism
* Radicalization
* Extreme violence
* profiling
* multi agency lead teams on operations
* Linkages and partnerships in fight against terrorism
* Crack downs
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 7.Sensitize the public on war against terrorism | * Terrorism prone areas
* Joint security committees t
* Agenda
* venues
* Stakeholders
* Barazas
* Challenges
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 8.Regulate and enforce compliance in the gaming industry and  | * Betting, Lotteries and Gaming Act 1966
* Gaming Bill 2019
* Betting Control and Licensing Board
* Multi Agency teams
* Crackdowns
* Monitoring and evaluation Betting, Lotteries and Gaming Act 1966
* Gaming Bill 2019
* Betting Control and Licensing Board
* Multi Agency teams
* Crackdowns
* Monitoring and evaluation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 9. Carry out campaigns against illicit alcohol, drugs and substance abuse. | * Alcohol Drinks Control Act
* NACADA
* Ministry of labour and social security services workplace policy on alcohol, drugs and substance abuse
* Classification of Drugs
* Raids/crackdowns/operations against drugs and substance abuse
* Equipment and methods of detection
* Vetting of aliens
* Methods of smuggling
* Border patrol
* Strengthening community policing
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 10.Lead multi-agency teams on eradicating contraband/counterfeit goods, | * Mapping out areas prone to contraband***/***counterfeit
* multi agency teams
* Work plans
* Multi agency operations
* Reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 11. Coordinate food security | * Food security committees
* Policies on food security
* Public sensitization
* Best government practices
* Reports on food security
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 12.Carry out public health Education | * Health Committees
* Meetings
* Health programmes
* Public health awareness
* Final reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 13.Prepare and present final security report | * Classification procedure
* Intelligence reports
* Filling
* security final reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Internet connectivity
* Fully equipped model office

# HUMAN RESOURCES MANAGEMENT

**UNIT CODE:** BUS/CU/PA/CR/2/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency**:** manage human resources

**Duration of unit:** 150 Hours

**Unit description**

This unit specifies competencies required to manage human resources. It involves; coordinating employee recruitment on delegation from public service, conducting employee selection, coordinating placements, inducting new appointees(pre-service trainings),conducting on- the job training(in-service),organizing off the job training, organizing staff development, co-coordinating staff discipline, co-coordinating staff welfare, organizing performance appraisal, facilitating employee exit and maintaining human resource management records.

**Summary of learning Outcomes**

1. Co-ordinate employee recruitment and placements on delegation from public service
2. Conduct employee selection
3. Co-ordinate placements
4. Induct new appointees (pre-service trainings)
5. Conduct on-job training(in-service)
6. Organize off the job training
7. Co-coordinate staff discipline
8. Co-coordinate staff welfare
9. Organize staff performance appraisal
10. Facilitate employee exit
11. Maintain human resource management record

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Co-ordinate employee recruitment and placements
 | * Public Service Commission Act
* Human Resource Procedures
* Human resource planning
* Job analysis
* Job advertisements
* Sources of recruitment
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Conduct employee selection
 | * Sub county human resource management committee
* Selection methods
* Shortlisting
* Types of interviews
* Interviewing process
* legislations
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Co-ordinate placement
 | * Best three candidates
* Employee appointment
* Preparing an appointment letter
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Induct new appointees(pre-service trainings)
 | * Meaning of induction
* Types of induction training
* Contents of an induction program
* Scheme of service
* Monitoring and evaluation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Conduct on-job training(in-service)
 | * Importance of training
* Indicators of training needs
* Contents of a training program
* Methods of delivery
* Career progression
* Succession planning
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Organize off the job training
 | * Benefits
* Indicators
* Methods of conducting off the job training
* Promotion
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |
| 1. Co-coordinate staff discipline
 | * Meaning and importance
* Employees’ code of conduct
* Characteristics of an effective employee disciplinary mechanism
* Disciplinary procedure
* Guidance and counselling
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |
| 1. Co-coordinate staff welfare
 | * Meaning and importance of employee motivation
* Theories of motivation
* Monitory and non-monetary incentives
* An effective motivation scheme
* Career progression
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |
| 1. Organize staff performance appraisal
 | * Performance appraisal
* Performance contracting
* Management by objectives
* Methods of conducting performance appraisal
* Rewards and sanctions
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |
| 1. Facilitate employee exit
 | * Voluntary resignation
* Involuntary termination
* Retirement
* Medical separation
* Reduction in work force
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |
| 1. Document human resource management records
 | * Classifications of records
* Types of records
* Uses of records
* Security and confidentiality of
	+ records (manual and electronic)
 | * Case studies
* Observation
* Written tests
* Individual/group assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* TFT screen
* Recorders
* Internet connectivity
* Fully equipped model office
* Resource persons
* Video cameras
* Stationery
* Filing equipment
* Text books/reference materials
* Policy documents

# GOVERNMENT POLICIES AND PROGRAMMES

**UNIT CODE:** BUS/CU/PA/CR/3/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: coordinate national policies and programmes

**Duration of unit:** 150 hours

**Unit description**

 This unit specifies competencies required to co-ordinate implementation of government policies and programmes. It involves; Identifying government policies and programmes, carrying out public mobilization and sensitization, launching public projects, implementing government projects, providing security services to projects, oversight on public projects, monitoring and evaluating government policies, monitoring and evaluating projects progress, preparing project status reports , carrying out project adjournment and co-coordinating immigration and registration services.

**Summary of Learning Outcomes**

* + 1. Identify government policies and programmes
		2. Carry out public mobilization and sensitization
		3. Launch public projects
		4. Implement government projects
		5. Provide security services to projects
		6. Oversight public projects
		7. Monitor and evaluate government policies
		8. Monitor and evaluate projects progress
		9. Prepare project status reports
		10. Carry out project adjournment
		11. Coordinating immigration and registration service

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify government policies and programs
 | * National development and coordination committee
* Executive Order
* Convening and conducting meetings
* Types and uses of policies
* Policy formulation and implementation
* Characteristics of effective policies
* Types of government programs and policies
* National Development Plan
* Communicating policies
* National Government Coordination Act
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out public sensitization and mobilization
 | * Community awareness needs
* Sensitization plan
* Sensitization and mobilization activities
* Resources
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Monitor and evaluate government policies
 | * Meaning and importance of monitoring and evaluation
* Tools used in monitoring and evaluation
* Reports
* Actions
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 4 Lead multi-agency teams on eradicating contraband/counterfeit goods | * Anti-Counterfeit Act
* Anti-counterfeit Authority (ACA)
* Kenya Revenue Authority Act
* Kenya Bureau of Standards
* Imports, Exports and Essential Supplies Act
* Documents used in export and import of goods
* Meaning of contraband/counterfeit goods
* Mapping out areas prone to contraband***/***counterfeit goods
* Formation of multi-agencyteams
* Work plans
* Surveillance
* Multi agency operations
* Intelligence and deterrence reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 5 Launch government projects | * Projects of the National government
* Projects of the County governments
* Development committees
* Committees responsible for launch
* Public sensitization and mobilization on the launching of the projects
* Progress reports
* Launching activities
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Supervise national government funded projects
 | * Supervising Committees
* Mapping out National Government funded projects in the respective areas of jurisdiction
* Reporting progress
* Effective implementation
* Action and follow on stalled projects for
* Reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Monitor and evaluate projects progress,
 | * Executive Order
* Monitoring and evaluating tools
* Expected performance
* Variance
* Reasons for variance
* Corrective measures
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Provide security services to projects
 | * National government funded projects
* The administrative boundaries
* Mapping out insecurity prone
* Strategies to secure the projects and ensure continuity
* Resources and security equipment
* Strategies implementation and evaluation
* Reporting
* Feedback
* Sustainability of projects
* Progress reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Document national policies and programmes
 | * Components of a documentation plan
* Meaning of good practices
* Methods and procedures of documenting good practices
* Ways sharing good practice
* Documentation tools
* Storage of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Suitable counselling room/environment

# CRISIS AND DISASTER MANAGEMENT

**UNIT CODE:** BUS/CU/PA/CR/04/6/A

**Relationship to occupational standards**

This unit addresses the unit of competency: manage crisis and disaster

**Duration of unit:** 150 hours

**Unit description**

This unit specifies the competencies required to establish crisis/disaster nature, initiate crisis and disaster partnerships, contact crisis and disaster links, develop crisis and disaster preparedness, mobilize response resources, carry out crisis/disaster intervention measures, evaluate the prevention and response implementation plan and document disaster/crisis management

**Summary of learning outcomes**

1. Establish crisis/disaster nature
2. Initiate crisis and disaster partnership, Contact crisis and disaster links.
3. Develop crisis and disaster preparedness
4. Mobilize response resources
5. Carry out crisis/disaster intervention measures
6. Evaluate the prevention and response implementation plan
7. Document disaster/crisis management

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Establish crisis/disaster nature
 | * Meaning of crisis and disaster
* Types of disasters
* Disaster management cycle
* Profiling and categorisation of existing disasters in the community
* Early warning signing of crisis/disasters
* Analysis of disaster prevalence in the community
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Initiate crisis and disaster partnership, Contact crisis and disaster links.
 | * Identification of crisis and disaster partners
* Ways of establishing and strengthening networking and collaborative partnership.
* Planning and review meetings with partners
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Develop crisis and disaster preparedness and response plan
 | * Meaning and importance of disaster preparedness
* Audit of the community disaster prevention and response mechanisms
* Identification of disaster preparedness gaps
* Development of a capacity building plan( training, drills, acquisition of relevant equipment)
* Implementation of the capacity building plan
* Preparation of disaster prevention and response plan
* Disaster prevention and response plan budgeting
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Mobilize response resources
 | * Identification of available resources and resources gaps
* Mobilisation of resources to implement the plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out crisis/disaster intervention measures
 | * Implementation of disaster risk reduction measures
* Implementation of disaster response measures
* Monitoring and review of risk reduction and response measures
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Evaluate the prevention and response implementation plan
 | * Evaluation of the disaster prevention and response plan.
* Evaluation report on disaster prevention and response.
* Dissemination of report findings to relevant stakeholders
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Document disaster/crisis management
 | * Documentation plan for crisis and disaster management activities
* Documentation tools
* Implementation of the documentation plan
* Analysis of the documentation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders

# IMMIGRATION AND REGISTRATIONS

 **UNIT CODE:** BUS/CU/PA/CR/05/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Coordinate immigration and registrations

**Duration of unit:** 150 hours

**Unit Description**

This unit cover the competencies required to; identify and vett immigrants, conduct public awareness campaigns on acquisition of national identification cards, conduct public awareness on registration of births and deaths, approve issuance of national identity cards, work permits, births, and deaths certificates, publicize collection of registration documents and conduct border points patrols.

**Summary of Learning Outcomes**

* 1. Identify and vet immigrants,
	2. Conduct public awareness campaigns on acquisition of national identification cards, birth and death certificates
	3. Approve issuance of national identity cards, work permits, births, and deaths certificates,
	4. Publicize collection of registration documents
	5. Conduct border point’s patrols.

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

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Methods of Assessment** |
| * 1. Identify and vet immigrants,
 | * Kenya Citizens and Immigrations Act
* Law of persons
* Employment Act
* Meaning, importance and role of the vetting committee
* Interviewing procedure
* Decisions
* Reports and recommendations
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| * 1. Conduct public awareness campaigns on acquisition of national identification cards, birth and death certificates
 | * Assessment tool for knowledge, attitude and practices
* Community awareness needs
* Community awareness programmes
* convene public barazas
* conduct mobile registration exercises
* carry out proper public address
* resources
* Partnerships and linkages
* Reports
 | * Observation
* Case studies
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| * 1. Approve issuance of national identity cards, work permits, births, and deaths certificates,

. | * Registration of Persons Act
* Law of persons
* Registration documents
* Procedure of filling in registration documents
* Procedure of submission of filled in documents
* Verification and signing
* Procedure of issuing the applicant with a waiting card
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| * 1. Publicize collection of registration documents

  | * Identification of community awareness needs
* Community awareness plan
* Resources
* Publicisation campaigns and activities
* Monitoring and evaluation
* Documentation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Stationery
* Reference materials

# PUBLIC FINANCES MANAGEMENT

**UNIT CODE:** BUS/CU/PA/CR/05/6/A

**Relationship to Occupational Standards**

This Unit addresses the unit of competency to manage public finances

**Duration of unit:** 150 Hours

**Unit description**

This unit specifies the competencies required to; identify government expenditure, prepare estimates budget, identify government projects, manage departmental budget, supervise utilization of public resources and carry out public procurement and disposal

**Summary of learning Outcomes**

* + 1. Identify government expenditure
		2. Prepare estimates budget
		3. Manage departmental budget
		4. Supervise utilization of public resources
		5. Carry out public procurement and disposal

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

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify government expenditure
 | * Public Finance
* Public Finance Act
* Constitution
* Treasury
* Kenya Revenue Authority
* Parliament
* Central Bank
* Types of government expenditure
* Investment of Public Funds
* Consolidated Fund Services
* Sources of government finances
* Financial independent institutions
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Prepare estimates budget
 | * Meaning and uses of a budget
* Components of a budget
* Budgeting process
* Budgeting cycle
* Preparation of yearly estimates
* Role of Parliament in budget making process
* Parliamentary investment committees
* Public Accounts Committee
* Appropriation Bill
* Ministries and Constituencies budgetary process
* Budget rationalization process (MTEF and GFS)
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Manage departmental budget
 | * Disbursements of public funds
* Preparation and submission of the work plan
* Procedure of approving a work plan
* Role of authorizing officer
* Financial control systems
* Books of accounts
* Requisitions
* Expenditure
* Imprest
* Surrender of imprest
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Supervise utilization of public resources
 | * Finance Management Act
* Constituency treasury boards
* Role of the office of Auditor General
* Books of Account
* Internal Audit and Audit Reports
* Government financial control systems
* Constituency Development Fund
* Public resources
* Public resources utilization committee
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out public procurement and disposal
 | * Public Procurement and Disposal Act
* Methods of procurement
* Tendering process
* Tender committees
* Constituency Development Fund procurement procedures
* An Appeals Board in Procurement process
* Disposal of government stores and equipment
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Calculator

# CONFLICT RESOLUTION AND MANAGEMENT

**UNIT CODE:** BUS/CU/PA/CR/06/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: coordinate conflict resolution and management

**Duration of unit:** 150 hours

**Unit description:**

This unit describes the competencies required to coordinate conflict resolution and management. It involves; identifying target group, establishing causes of conflict , developing conflict resolution mechanisms, monitoring conflict resolution process, managing community conflicts and documenting conflict resolution and management activities.

**Summary of learning outcomes**

1. Identify target group.
2. Establish conflict causes
3. Develop conflict resolution measures
4. Monitor conflict resolution process
5. Manage community conflict
6. Document conflict resolution and management activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify target group.
 | * National Cohesion and Integration Act
* National Government Coordination Act
* Community resources
* Meaning and importance of conflict resolutions
* Social conflict theory
* Types of conflict
* Inception and introductory meeting with the community leadership
* Selection criteria for the target group for the conflict resolution.
* Selection and mobilisation of the target group
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Establish conflict causes
 | * Causes of conflict
* Characteristics of community conflicts
* Analysis of findings and report writing
* Dissemination of information to relevant stakeholders
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Develop conflict resolution measures
 | * Conflict resolution techniques
* Mobilisation of relevant stakeholders for planning the conflict resolution programme
* Formulation of a conflict resolution programme
* Sharing of the conflict resolution plan
* Resource allocation for planned activities
* Implementation of the conflict resolution programme
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Monitor conflict resolution process
 | * Importance of monitoring conflict resolution process
* Development of monitoring tools
* Implementation of monitoring tools
* Review of conflict resolution measures
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Manage community conflict
 | * Meaning and importance of peace building
* Conflict management styles Peace building activities
* Formulating peace building programmes
* Implementation of peace building programme
* Review of the peace building programme
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Document conflict resolution and management activities
 | * Documentation plan for conflict resolution and management activities
* Documentation tools
* Documentation methods
* Implementation of the documentation plan
* Analysis of the documentation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders

# LAND ADMINISTRATION SERVICES

**UNIT CODE:** BUS/CU/PA/CR/07/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: provide land administration services

**Duration of unit:** 200 hours

**Unit description:**

This unit specifies the competencies required to provide land administration services. It involves; establishing land control boards, facilitating the succession process, arbitrating and settling land disputes, facilitating land restictions, identifying public land and providing security, safeguarding environmental resources and documenting land administration services.

**Summary of Learning Outcomes**

* + - 1. Establish land control boards
			2. Facilitate succession process
			3. Arbitrate and settle land disputes
			4. Facilitate land sale restrictions
			5. Identify public land and provide security
			6. Safeguard environmental resources
			7. Document land administration services.

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Establish land control boards
 | * Constitution of Kenya
* Land Act
* Kenya Land Control Act
* Functions of the Ministry of Land, Environment, Mining and Natural Resources Infrastructure
* Nation Land Commission
* County Land Management Boards
* Meaning of Title deeds and letters of allotment
* Idle Land Tax Policy
* Composition and mandate of land control board
* land control board meetings
 | * Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Facilitate succession process
 | * Law of Succession Act
* Marriage Bill
* Kenya Polygamy Law
* Workman’s Compensation Act
* Family members beneficiary’s meetings
* Identification of family members and consultation on succession matters
* Letters of administration
* Listing of beneficiaries
* Succession reports
* Conduct of succession
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Arbitrate and settle land disputes
 | * Customer care/complaints desk
* Dispute resolution methods
* Advantages
* disadvantages
* Procedure of receiving and recording complaints from the public
* Methods of issuing sermons
* Arbitration process
* Advantages
* Disadvantages
* Recommendations
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Facilitate land sale restriction
 | * Customer care/Complaints desk
* Methods of receiving Land sale complaints
* Methods of issuing sermons the conflicting parties
* Conduct of meetings
* Recommendations/resolutions
* letters on land restrictions
* Measures of land restriction
* monitoring on recommendations
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Identify public land and provide security,
 | * Constitution
* Functions of National government and County governments
* Public land
* Leases
* freehold
* Mapping out of idle public land
* Public land register
* Report on public land
* Safeguarding of public land and properties
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Safeguard environmental resources
 | * NEEMA
* United Nations Environmental Programme (UNEP)
* Food agriculture Programme (FAO)
* Environmental Laws
* Mapping of community resources
* Resource register
* Resource gaps
* Community resource management committee
* Resource utilization, monitoring and evaluation
* Report
* Action plan on safeguarding resources
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
 |
| 1. Document land administration services
 | * Components of a documentation plan for community resource management
* Meaning of good practices
* Methods and procedures of documenting good practices
* Ways sharing good practices
* Documentation tools
* Storage of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons
* Role play

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Text books

# REGIONAL AND INTERNATIONAL COOPERATION

**UNIT CODE:** BUS/CU/PA/CR/08/6/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: coordinate regional and international cooperation

**Duration of unit:** 100 hours

**Unit description**

This unit specifies competencies required to coordinate regional and international cooperation. It involves; implementing Kenya’s foreign policy, managing diplomatic relations activities, co-ordinating regional integration, co-ordinating multi-lateral and international organizations activities and carrying out trans-border management

**Summary of learning Outcomes**

* + 1. Implement Kenya’s foreign policy
		2. Co-ordinate diplomatic relations activities
		3. Coordinate regional integration
		4. Coordinate multi-lateral and international organizations activities
		5. Carry out trans-border management

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

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Methods of Assessment** |
| 1. Implement Kenya’s foreign policy
 | * Problem identification and agenda setting in foreign policy
* Formulation and adoption of foreign public policy
* Work plan
* Budget
* Monitoring and evaluation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Co-ordinate diplomatic relations activities
 | * International Relations Charter
* Importance of diplomacy in regional and international cooperation
* Functions of diplomatic missions
* Classification of diplomatic
* Privileges and immunities of diplomatic staff
* Conventional ways of dealing with diplomatic staff
* United Nations Charter
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Coordinate regional integration
 | * Levels of integration
* Free trade area
* Customs union
* Common market
* Economic union
* Major regional groupings
* Central American Common Market
* Preferential Trade area
* Trade protectionism policies
* Trends in international trade are
* Monitoring and evaluation
* Reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Coordinate multi-lateral and international organizations activities
 | * Types of multi-lateral and international organizations
* Objectives and functions of multi- lateral and international organizations
* Establishing and strengthening partnerships and linkages
* Emerging trends within multi- lateral and international organizations
* Monitoring and evaluation
* Reports preparation and sharing
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |
| 1. Carry out trans-border management
 | * Establishment and strengthening trans -border
* Resolving trans- border conflict
* UNHCR
* Refugee management
* Cross border development and resource sharing
* Border security management
* Border trade management
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Calculators