

**THE REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**KENYAN SIGN LANGUAGE (short course)**

**LEVEL 4**



TVET CDACC

P.O BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

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

**P.O. Box 15745–00100 Nairobi, Kenya**

**Email:** [info@tvetcdacc.go.ke](mailto: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 in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012).

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 Special Education sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 14 of 2012 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 Sign Language 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, Sign Language SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGEMENT

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

I recognize with appreciation the role of the Sign Language Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Health sector for their valuable input and all those who participated in the process of developing this curriculum.

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# TABLE OF CONTENT

[FOREWORD ii](#_Toc66107447)

[PREFACE iii](#_Toc66107448)

[ACKNOWLEDGEMENT iv](#_Toc66107449)

[ABBREVIATIONS AND ACRONYMS v](#_Toc66107450)

[KEY TO UNIT CODE vi](#_Toc66107451)

[TABLE OF CONTENT vii](#_Toc66107452)

[COURSE OVERVIEW vii](#_Toc66107453)

[BASIC UNITS OF LEARNING 1](#_Toc66107454)

[COMMUNICATION SKILLS 2](#_Toc66107455)

[NUMERACY SKILLS 5](#_Toc66107456)

[DIGITAL LITERACY 9](#_Toc66107457)

[ENTREPRENEURIAL SKILLS 11](#_Toc66107458)

[EMPLOYABILITY SKILLS 15](#_Toc66107459)

[ENVIRONMENTAL LITERACY 18](#_Toc66107460)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 21](#_Toc66107461)

[CORE UNIT OF COMPETENCY 24](#_Toc66107462)

[SIGN LANGUAGE COMMUNICATION 25](#_Toc66107463)

# **ABBREVIATIONS AND ACRONYMS**

ASL American Sign Language

CD Compact Disc

CDACC Curriculum Development, Assessment and Certification Council

K.C.S. E Kenya Certificate of Secondary Education

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

KSL Kenya sign language

NEMA National Environment Management Authority

OSHA Occupational Safety and Health Act

PPE Personal Protective

SE Signed English

SEE Signed exact English

TVET Technical and Vocational Education and training

# KEY TO UNIT CODE

**SPE/CU/SL/BC/01/4/A**

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control Version

# COURSE OVERVIEW

This course is designed to equip Sign Language communicators with the competencies required to demonstrate: skills of finger spelling using manual alphabets, numbers in sign language,

Nouns, pronouns and verbs, time and communications terminologies, connecting and related words, education terms, directionality in sign language family, tribes, religion and related words, body parts, clothing and colours in sign language, food and related words, people and occupation, business and related words. emotions, health, hygiene and mental processes terminologies, sports and recreation terminologies, towns, country, politics and government terminologies, HIV /AIDS and related terms in sign language, alcohol, drugs and substance abuse terms in sign language, art ,craft, science and technology terms in sign language, integrity ethics, and justice terms in sign language, social functions terms in sign language, wildlife and tourism terms in sign language, agriculture and related terms in sign language, conflict resolutions terms in sign language**,** beauty and fashion terms in sign language, animals, nature and environment, quality and quantity terms, interpretation skills. Apply connecting and related words, promote sign language professional/ technical terms, form sign language sentences and sign language interpretation skills

The course consists of basic and core units of learning as indicated below:

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| SPE/CU/KSL/BC/01/4/A | Communication Skills | 20 | 2.0 |
| SPE/CU/KSL/BC/02/4/A | Numeracy Skills | 25 | 2.5 |
| SPE/CU/KSL/BC/03/4/A | Digital Literacy | 35 | 3.5 |
| SPE/CU/KSL/BC/04/4/A | Entrepreneurial Skills | 60 | 6.0 |
| SPE/CU/KSL/BC/05/4/A | Employability Skills | 30 | 3.0 |
| SPE/CU/KSL/BC/06/4/A | Environmental Literacy | 20 | 2.0 |
| SPE/CU/KSL/BC/07/4/A | Occupational Safety and Health Practices | 20 | 2.0 |
| **Total** | | **210** | **21.0** |

**Core Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit Factor** |
| SPE/CU/SL/CR/01/4/A | Communicate in Kenyan Sign Language | 320 | 32.0 |
| SPE/CU/SL/CR/02/4/A | Industrial Attachment | 300 | 30.0 |
| **Total** | | **620** | **62.0** |
| **Grand Total** | | **830** | **83.0** |

The total duration of the course for an average trainee in hours is equivalent to **830** hours of learning including **300** hours of industrial attachment.

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE)

**Or**

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

**Industrial attachment**

An individual enrolled in this course will undergo an industrial attachment for a period of 300 hours in a Kenyan Sign Language

**Assessment**

The course will be assessed at two levels:

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

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

**Trainer qualification**

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

**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 Kenyan Sign Language, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE:** SPE/CU/KSL/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Obtain and convey workplace information | * Communication process * Modes of communication * Medium of communication * Effective communication * Barriers to communication * Flow of communication * Sources of information * Types of questions * Organizational policies * Workplace etiquette * Ethical work practices in handling communication | * Interview * Third party reports |
| 1. Complete relevant work-related documents | * Types and purposes of workplace documents and forms * Methods used in filling forms and documents * Recording workplace data * Process of distributing workplace forms and documents * Report writing * Types of workplace reports | * Interview * Third party reports |
| 1. Communicate information about workplace processes | * 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 | * Interview * Portfolio |
| 1. Lead workplace discussion | * Methods of discussion e.g.   + Coordination meetings   + Toolbox discussion   + Peer-to-peer discussion * Solicitation of response | * Interview * Third party reports |
| 1. Identify and communicate issues arising in the workplace | * Identification of problems and issues * Organizing information on problems and issues * Relating problems and issues * Communication barriers affecting workplace discussions | * Interview * Portfolio |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

**NUMERACY SKILLS**

**UNIT CODE:** SPE/CU/KSL/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**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.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work | * Whole numbers * Simple fractions * Decimals * Percentages * Sizes * Problem solving methods * Calculations using the 4 operations * Recording and communicating numerical information | * Written * Practice assignments |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information * Units of measurement * Estimate familiar and simple amounts * Selection of appropriate measuring equipment * Calculate using familiar units of measurement * Check measurements and results against estimates * Using informal and some formal mathematical and general language * Record or report results | * Written * Practice assignments |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams * Locate items and places in familiar maps, plans and diagrams * Recognize common symbols and keys in familiar maps, plans and diagrams * Direction and location of objects, or route or places * Use of informal and some formal oral mathematical language and symbols | * Practical test * Written |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes * Classification of common 2D shapes and designs * Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes * Construction of common 2D shapes * Match common 3D shapes to their 2D sketches or nets | * Written * Practical test |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs * Determination of data to be collected * Selection of data collection method * Collection of data * Determination of variables from the data collected * Order and collate data * Construct a table and enter data * Construct a graph using data from table * Check results * Report or discuss graph information related to work using informal and some formal mathematical and general language | * Written * Practical test |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling * i.e. title, headings, rows and columns * Interpreting information and data in simple tables * Relaying information of relevant workplace tasks on/in a table * Identify familiar graphs and charts in familiar texts and contexts * Locate title, labels, axes, scale and key from familiar graphs and charts * Identify and interpret information and data in familiar graphs and charts * Relate information to relevant workplace tasks | * Written * Practical test |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

**DIGITAL LITERACY**

**UNIT CODE:** SPE/CU/KSL/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**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.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software | * Meaning of a computer * Functions of a computer * Components of a computer * Classification of computers | * Written tests * Oral * Observation |
| 1. Apply security measures to data, hardware and software | * Data security and control * Security threats and control measures * Types of computer crimes * Detection and protection against computer crimes | * Written tests * Oral presentation * Observation * Projects |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** SPE/CU/KSL/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Create and maintain small scale business | * Starting a small business * Legal regulatory requirements in starting a small business * SWOT/ PESTEL analysis * Conducting market/industry survey * Generation and evaluation of business ideas * Matching competencies with business opportunities * Forms of business ownership * Location of a small business * Legal and regulatory requirement * Resources required to start a small business * Common terminologies in entrepreneurship * Entrepreneurship in national development * Self-employment * Formal and informal employment * Entrepreneurial culture * Myths associated with entrepreneurship * Types, characteristics, qualities & role of entrepreneurs * History, development and importance of entrepreneurship * Theories of entrepreneurship * Quality assurance for small businesses * Policies and procedures on occupational safety and health and environmental concerns | * Individual/group assignments * projects * Written * Oral |
| 1. Establish small scale business customer base | * Good staff/workers and customer relations * Marketing strategy * Identifying and maintain new customers and markets * Product/ service promotions * Products / services diversification * SWOT / PESTEL analysis * Conducting a business survey * Generating Business ideas * Business opportunities | * Individual/group assignments * projects * Written * Oral |
| 1. Manage small scale business | * Organization of a small business * Small business’ business plan * Marketing for small businesses * Managing finances for small business * Production/ operation process for goods/services * Small business records management * Book keeping and auditing for small businesses * Business support services * Small business resources mobilization and utilization * Basic business social responsibility * Management of small business * Word processing concepts in small business management * Computer application software * Monitoring and controlling business operations | * Oral * Individual/group assignments * projects * Written |
| 1. Grow/expand small scale business | * Methods of growing small business * Resources for growing small business * Small business growth plan * Computer software in business development * ICT and business growth | * Individual/group assignments * projects * Written |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** SPE/CU/KSL/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

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.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management | * Self-awareness * Formulating personal vision, mission and goals * Strategies for overcoming life challenges * Emotional intelligence * Assertiveness * Expressing personal thoughts, feelings and beliefs * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Articulating ideas and aspirations * Accountability and responsibility * Good work habits * Self-awareness * Self-development * Financial literacy * Healthy lifestyle practices | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * Interpersonal communication * Sharing information * Leisure * Integratingpersonal objectives into organizational objectives * Resources utilization * Setting work priorities * HIV and AIDS * Drug and substance abuse * Handling emerging issues | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * Personal training needs identification and assessment * Managing own learning * Contributing to the learning community at the workplace * Cultural aspects of work * Variety of learning context * Application of learning * Safe use of technology * Identifying opportunities * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace ethics | * Meaning of ethics * Ethical perspectives * Principles of ethics * Values and beliefs * 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 * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** SPE/CU/KSL/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**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.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard | * Purposes and content of Environmental Management and Coordination Act 1999 * Purposes and content of Solid Waste Act * 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 tests * Oral questions * Observation of work procedures |
| 1. Control environmental Pollution | * 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 tests * Oral questions * Observation of work procedures * 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 tests * Oral questions * Observation of work procedures |
| 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 tests * Oral questions * Observation of work procedures |
| 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 tests * Oral questions * Observation of work procedures |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** SPE/CU/KSL/BC/07/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Adhere to workplace procedures for hazards and risk prevention | * Arrangement of work area and items in accordance with Company housekeeping procedures * Adherence to work standards and procedures * Application of preventive and control measures, including use of safety gears/PPE * Study and apply standards and procedures for incidents and emergencies. | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Participate in arrangements for workplace safety and health maintenance | * Participating in orientations on OSH requirements/regulations of tasks * Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner * Practice workplace procedures for reporting hazards, incidents, injuries and sickness * OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel * Identification of needed OSH-related trainings are proposed to appropriate personnel | * 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**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* 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 bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNIT OF COMPETENCY

# SIGN LANGUAGE COMMUNICATION

**UNIT CODE:** SPE/CU/SL/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: communicate in sign language

**Duration of Unit:** 320 hours

**Unit Description**

This unit covers the competencies required in communication using Sign Language. It involves: demonstrating skills of finger spelling using manual alphabets, numbers, Nouns, Pronouns and Verbs, time and communication terminologies, connecting and related words, educational terms, directionality, family, tribes, religion and related words. It also involves demonstrating body parts, clothing and colours, food and related words people and occupation, business and related words. It further involves emotions, health and mental processes terminologies, sports and recreation terminologies, towns, country, politics and government terminologies, demonstrate HIV /AIDS and related terms in Sign Language, demonstrate alcohol, drugs and substance abuse terms, demonstrate art ,craft, science and technology terms in Sign Language, demonstrate integrity ethics, and justice terms in sign language, demonstrate social functions terms in Sign Language, demonstrate wildlife and tourism terms, demonstrate agriculture and related terms in Sign Language, demonstrate conflict resolutions terms in Sign Language**,** demonstrate beauty and fashion terms in Sign Language, demonstrate animals, nature and environment, demonstrate quality and quantity terms, interpretation skills. Apply connecting and related words, promote Sign Language professional/ technical terms, form Sign Language sentences and demonstrate Sign Language interpretation skills.

**Summary of Learning Outcomes**

1. Demonstrate skills of finger spelling using manual alphabets and numbers
2. Demonstrate numbers in sign language
3. Demonstrate nouns, pronouns and verbs in sign language
4. Demonstrate time, transport and communication terminologies in sign language
5. Apply connecting and related words in sign language
6. Demonstrate education terms in sign language
7. Demonstrate directionality in sign language
8. Demonstrate family, tribes, religion and related words in sign language
9. Demonstrate body parts, clothing and colours in sign language
10. Demonstrate food, beverages, nutrition and related words in sign language
11. Demonstrate people and occupations, business and related words in sign language
12. Demonstrate emotions, health, hygiene and mental processes terminologies in sign language,
13. Demonstrate sports and recreation terminologies in sign language
14. Demonstrate towns, country, politics, legal and government terminologies in sign language
15. Demonstrate animals, nature and environment in sign language
16. Demonstrate quality and quantity terms in sign language
17. Demonstrate HIV /AIDS and related terms in sign language
18. Demonstrate alcohol, drugs and substance abuse terms in sign language
19. Demonstrate art, craft, science and technology terms in sign language
20. Demonstrate integrity ethics and justice terms in sign language
21. Demonstrate social functions terms in sign language
22. Demonstrate wildlife and tourism terms in sign language
23. Demonstrate agriculture and related terms in sign language
24. Demonstrate conflict resolutions terms in sign language
25. Demonstrate beauty and fashion terms in sign language
26. Promote use of sign language professional/ technical term
27. Form and apply sign language sentences
28. Demonstrate sign language interpretation skills

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

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| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate skills of finger spelling using in manual alphabets and numbers | * Manual alphabet rules * Manual alphabets * Finger spelling * Communication strategies * Elements of communication | * Written * Observations * Oral |
| 1. Demonstrate numbers in sign language | * Natural numbers * Integers * Sign of natural numbers and integers | * Observation * Written * Oral |
| 1. Demonstrate Nouns, Pronouns and Verbs in sign language | * Definition of nouns and pronoun, verbs and adjectives * Examples of nouns and pronouns * Signs of nouns and pronouns in KSL * Use of adjectives * Pronouns and conjunctions in KSL and signed English (SE) * Use of pronouns in KSL and SE * Definition of Verbs * Examples of Verbs * Signs of verbs in KSL * Definition of adjectives * Examples of adjectives * Signs of Adjectives | * Observation * Written * Oral |
| 1. Demonstrate time, transport and communications terminologies in sign language | * Meaning of terms * Terms associated with time * Communication terminologies * Transport and related terms | * Written * Observation * Oral |
| 1. Apply connecting and related words in sign language | * Connecting and related terms * Signs of connecting and related words * Signs for conjunctions * Use of conjunctions in SE and KSL * Use of conjunctions in expressions | * Written * Observation * Oral |
| 1. Demonstrate Educational terms in sign language | * Definition of terms * Examples of educational terms * Educational terms * Signs of education terms * Use of educational Terms | * Written * Observation * Oral |
| 1. Demonstrate directionality in sign language | * Terms associated with directions * Sign of terms associated with direction | * Observation * Written * Oral |
| 1. Demonstrate family, tribes, religion and related words in sign language | * Definition of terms e.g. * Family * Religion * Terms associated with family and tribe * Sign terms associated with the family and tribes * Religion and related terms * Sign of religion and related terms using KSL * Use in the sentences | * Written * Observation * Oral |
| 1. Demonstrate body parts, colours, clothing and related words in sign language | * Definition of terms * Terms on body parts * Sign body part using KSL * Types of clothes and related words * Sign of different types of clothed using KSL * Type of colors * Signs type of colors in KSL | * Observation * Written * Oral |
| 1. Demonstrate food,beverages,nutrition and related words in Sign Language | * Definition of terms * Types of foods * Terms related to foods * Sign of type of food and related terms | * Observation * Written * Oral |
| 1. Demonstrate people and occupations, business and related words in sign language | * Definition of terms * People and occupations * Signs of people and occupations * Business and related terms * Sign of business and related terms | * Observation * Written * Oral |
| 1. Demonstrate emotions, health, hygiene and mental processes terminologies in sign language | * Definitions of terms * Emotion terms * Signs of emotion terms * Heath and mental processes terms * Signs of health and mental processes terms | * Observation * Written * Oral |
| 1. Demonstrate sports and recreation terminologies in sign language | * Definition of terms * Sports terms * Signs of sport terms * Recreation terms * Signs of recreation terms | * Observation * Written * Oral |
| 1. Demonstrate Towns, Country, politics, legal and government terminologies in sign language | * Definition of terms * Name of towns * Signs of towns * Politics and government terms * Signs of political and government terms * Terms of law * Signs of law terminologies | * Observation * Written * Oral |
| 1. Demonstrate animals, nature and environment in sign language, | * Types of animals * Name of different animals * Signs of different animals * Environment terms * Signs of environment r | * Observation * Written * Oral |
| 1. Demonstrate quality and quantity terms in sign language | * Terms associated with quality * Signs of terms associated with quality * Terms on quantity * Signs of terms on quantity | * Observation * Written * Oral |
| 1. Demonstrate HIV/AIDS related terms in sign language | * Definition of terms * Signs of terms related to HIV/AIDS | * Observation * Written * Oral |
| 1. Demonstrate alcohol, drugs and substance abuse terms in Sign Language | * Definition of terms * Identify terms related to alcohol as per the SOPs * Signs terms related alcohol based on the KSL rules * Identify terms related to drugs and substance abuse as per the SOPs * Signs terms related alcohol based on the KSL rules * Sign simple sentences related to alcohol, drugs and substance abuse based on the KSL rules | * Observation * Written * Oral |
| 1. Demonstrate art, craft, science and technology terms in Sign Language | * Definition of terms * Identify terms related to art and craft as per the SOPs * Signs terms related art and craft based on the KSL rules * Identify terms related to science and technology as per the SOPs * Signs terms related science and technology based on the KSL rules * Sign simple sentences related art, craft, science and technology based on the KSL rules | * Observation * Written * Oral |
| 1. Demonstrate integrity ethics, and justice terms in sign language | * Definition of terms * Identify terms related to integrity ethics and justice * Signs terms related to integrity ethics and justice * Sign simple sentences related to integrity, ethics and justice | * Observation * Written * Oral |
| 1. Demonstrate social functions terms in sign language | * Definitions of terms * Terms related to social functions e.g. vocabulary, burial, circumcision sentences, verbs with non-manual signals * Sign terms related social functions | * Observation * Written * Oral |
| 1. Demonstrate wildlife and tourism terms in sign language | * Definitions of terms * Terms related to wildlife and tourism e.g. game park, national park, animal orphanage * Sign words related to wild life and tourism | * Observation * Written * Oral |
| 1. Demonstrate agriculture and related terms in sign language | * Definition of terms * Terms related to agriculture * Sign terms related to agriculture | * Observation * Written * Oral |
| 1. Demonstrate conflict resolutions terms in sign language | * Definition of terms * Terms related to conflict resolutions * Sign terms related to conflict resolutions | * Observation * Written * Oral |
| 1. Demonstrate beauty and fashion terms in Sign Language | * Definition of terms * Terms related to beauty and fashion * Sign terms related to beauty and fashion | * Observation * Written * Oral |
| 1. Promote use of sign language professional/ technical terms | * Definition of terms * Terms related to profession and technical * Sign terms related to profession and technical | * Observation * Written * Oral |
| 1. Form and apply sign language sentences | * Introduction * The difference between KSL and se * The difference between signed English and signed exact English * The difference between se and sign language * Basic sentence types used in a language * Sentences types in Kenyan sign language and signed English (se) * Simple present tense * Simple past tense * Present continuous tense * Past perfect tenses * Future tense | * Observation * Written * Oral |
| 1. Demonstrate sign language interpretation skills | * Elements of interpretation * Rules of interpretation * Expressive and receptive e.g. facial expression body language, indexing placement, elements of KSL in story telling * Conversation skills in KSL e.g. closure skills, clarification technique, structure of conversation * Position of articulation * Hand shapes * Signing rules | * Observation * Written * Oral |

**Suggested Methods of instruction**

* Interview
* Role playing
* Demonstration

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Stationeries.
* Video camera
* Flash disks
* CDs
* Posters
* Realia