****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SOCIAL WORK**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint 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 (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of 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 Social Work sector’s growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform 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 Social Work 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, Social work and community development 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 Social Work 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**

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ABBREVIATIONS AND ACRONYMS

CDACC Curriculum Development Assessment and Certification Council

CU Curriculum

BC Basic Competency

CC Core Competency

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**COD/CU/SW/BC/01/5/ A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version control

# COURSE OVERVIEW

The Social work and Community Development Level 5 qualification consists of competencies that a person must achieve to enable him/her work in social work industry. It involves conduct social research works, performing psychosocial support, conducting social policy formulation and public administration, managing project resources, conducting community awareness activities, conflicting resolution and management, performing home-based care and support, carrying out child welfare programmes, managing community-based groups and conducting community crisis and disaster sensitization programmes.

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

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit Factor** |
| COD/CU/SW/BC/01/5/A | Communication Skills | 25 | 2.5 |
| COD/CU/SW/BC/02/5/A | Numeracy Skills | 40 | 4 |
| COD/CU/SW/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| COD/CU/SW/BC/04/5/A | Entrepreneurial Skills | 70 | 7 |
| COD/CU/SW/BC/05/5/A | Employability Skills | 50 | 5 |
| COD/CU/SW/BC/06/5/A | Environmental Literacy | 25 | 2.5 |
| COD/CU/SW/BC/07/5/A | Occupational Safety and Health Practices | 25 | 2.5 |
| **Total** |  | **210** | **21** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit Factor** |
| COD/CU/SW/CR/01/5/A | Social Research Works | 95 | 9.5 |
| COD/CU/SW/CR/02/5/A | Psycho Social Support, | 95 | 9.5 |
| COD/CU/SW/CR/03/5/A | Social Policy Formulation And Public Administration | 100 | 10 |
| COD/CU/SW/CR/04/5/A | Project Resources Management | 90 | 9 |
| COD/CU/SW/CR/05/5/A | Community Awareness Activities | 100 | 10 |
| COD/CU/SW/CR/06/5/A | Advocacy And Lobbying Activities | 95 | 9.5 |
| COD/CU/SW/CR/07/5/A | Conflict Resolution And Management | 90 | 9 |
| COD/CU/SW/CR/08/5/A | Home-Based Care And Support | 95 | 9.5 |
| COD/CU/SW/CR/09/5/A | Child Welfare Programmes | 90 | 9 |
| COD/CU/SW/CR/10/5/A | Community-Based Groups Management | 90 | 9 |
| COD/CU/SW/CR/11/5/A | Community Crisis And Disaster Sensitization Programmes | 90 | 9 |
| COD/CU/SW/CR/13/5/A | Industrial Attachment | **360** | **36** |
| **Total** | | **1390** | **139** |
| **Grand Total** | | **1600** | **160** |

The total duration of the course is **1600** hours.

**Entry Requirements**

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

1. Social work Artisan Certificate Level 4

**Or**

1. Kenya Certificate of Secondary Education (KCSE D+)

**Or**

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

**Industrial attachment**

An individual enrolled in this course will be required to undergo an industrial attachment in an Community Development firm for a period of at least 360 hours. Attachment will be undertaken upon completion of the course or the unit of learning.

**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 accredited internal verifier while external assessment is the responsibility of TVET CDACC.

**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 Social Work Level 5, 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:** COD/CU/SW/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. 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 | * Interview * Third party reports * Written texts |
| 1. Contribute to the development of communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Written * Observation |
| 1. Conduct interviews | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Written * Observation |
| 1. Facilitate group discussions | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Written * Observation |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Observation * Written |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

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

**NUMERACY SKILLS**

**UNIT CODE:** COD/CU/SW/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | * Interpretation of whole numbers, fractions, decimals, percentages and rates * Calculations involving several steps * Calculation with whole numbers and routine or familiar fractions, decimals and percentages * Conversion between equivalent forms of fractions, decimals and percentages * Application of order of operations to solve multi-step calculations * Application of problem solving strategies * Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use of formal and informal mathematical language and symbolism to communicate the result of a task | * Written * Practical test * Observation |
| 1. Estimate, measure and calculate with routine metric measurements for work | * Selection and interpretation of measurement information in workplace tasks and texts * Identification and selection of routine measuring equipment * Estimation and making measurements using correct units * Estimation and calculation using routine measurements * Performing conversions between routinely used metric units * Using problem solving processes to undertake tasks * Recording information using mathematical language and symbols | * Written * Practical test * Observation |
| 1. Use routine maps and plans 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 | * Written * Practical test * Observation |
| 1. Interpret, 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 * Use formal and informal mathematical language to describe and compare common angles * Use common geometric instruments to draw two dimensional shapes * Construct routine three-dimensional objects from given nets | • Written  • Practical test  • Observation |
| 1. Interpret routine tables, graphs and charts for work | * Identify routine tables, graphs and charts in predominately familiar texts and contexts * Identify common types of graphs and their different uses * Identify features of tables, graphs and charts * Locate specific information * Perform calculations to interpret information * Explain how statistics can inform and persuade * Identify misleading statistical information * Discuss information relevant to the workplace | * Oral * Written * Practical test * Observation |
| 1. Collect data and construct routine tables and graphs for work | * Identify features of common tables and graphs * Identify uses of **different tables and graphs** * Determine data and variables to be collected * Determine audience * Select a method to collect data * Collect data * Collate information in a table * Determine suitable scale and axes * Draft and draw graph to present information * Check that data meets the expected results and context * Report or discuss information using formal and informal mathematical language | * Written * Practical test * Observation |
| 1. Use basic functions of calculator | * Identify and use keys for basic 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 * Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task | * Written * Practical test * Observation |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

**DIGITAL LITERACY**

**UNIT CODE:** COD/CU/SW/BC/03/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment 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 * 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 * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * 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 * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * 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 * Observation * Oral presentation * 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 * Observation * Oral presentation * Written report * Project |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** COD/CU/SW/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 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 an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop innovative business 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 * Interviews |
| 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 |
| 1. 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:** COD/CU/SW/BC/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 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 workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. Demonstrate workplace ethics

**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 * Emotional intelligence * Assertiveness versus aggressiveness * 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 * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * 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 * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * 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 process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * 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 * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * 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 * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** COD/CU/SW/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control 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 and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazards | * 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 test * Oral questions * Observation |
| 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 test * Oral questions * Observation |
| 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 test * Oral questions * Observation |
| 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 test * Oral questions * Observation |
| 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 * Observation |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5 s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Observation |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analysing 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 * Observation |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**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
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** COD/CU/SW/BC/07/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement 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 is conducted by * Authorized personnel or agency * Gathering of OHS issues and/or concerns raised | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented * Appropriate risk controls based on result of OSH hazard evaluation is recommended * Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH programs | * Providing information to work team about company OHS program, procedures and policies/guidelines * Participating in implementation of OSH procedures and policies/ guidelines * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * Oral questions * Written tests * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# CORE UNITS OF LEARNING

# SOCIAL RESEARCH WORKS

**UNIT CODE:** COD/CU/SW/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conduct social research works

**Duration of Unit: 95 Hours**

**Unit Description**

This unit cover the competencies required to conduct social research works. It involves identifying research problem, formulating 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 Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify Research Problem | * Meaning and importance of social research * Social research methods * Literature review * Identification of research problem * Development of a research proposal | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Formulate research plan | * Scope of study * Research objectives * Research timelines * Sample size * Budget proposal | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Develop data collection tools | * Identification and design of the data collection tools * Pilot testing and validation of data collection tools | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out data collection | * Methods of data collection * Types of data * Establishment and training of the data collection team * Administration of data collection tools | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Analyze collected data | * Meaning of data analysis * Types of data analysis tools * Preparation of data analysis tools * Conduct of data analysis | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Prepare research report | * Components of a research report * Compilation of a research report * Dissemination of the research report * Implementation of the research finding | * 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

# PSYCHO SOCIAL SUPPORT

**UNIT CODE:** COD/CU/SW/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform psychosocial support

**Duration of Unit: 95 Hours**

**UNIT DESCRIPTION**

This unit cover the competencies required to conduct psychosocial support. It involves conducting psychosocial support intake session, carrying out psychosocial support problem exploration, analyzing psychosocial support problem, carrying out referral and carry out documentation of counselling coded records**.**

**Summary of Learning Outcomes**

1. Conduct psycho social support intake session.
2. Carry out psycho social support problem exploration
3. Analyze psychosocial support problem.
4. Carry out referral
5. Carry out documentation

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Conduct Psycho social support intake session. | * Meaning and importance of psychosocial support * Basic counselling skills * Psycho social support process * Professional and ethical issues in psycho social support * Establishing a healthy working relationship * Intake session * Preparation of the psychosocial support contract | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Psycho social support problem exploration | * Exploration of client’s experiences * Identification clients challenges * Session notes | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Analyze psychosocial support problem. | * Problem exploration * Identification of presenting and underlying psychosocial problems * Session notes | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out referral | * Meaning and importance of client referral * Preparation of client for referral * Obtaining client’s consent for referral * Preparation of referral notes * Selection of appropriate referral institution | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out documentation of counselling coded records | * Establishment of a coding system for psych social support records * Record management procedure for psycho socio support clients * Documentation plan for psycho social support activities * Documentation tools * Documentation methods * Implementation of the documentation plan * Analysis of the documentation plan for social policy activities | * 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

# SOCIAL POLICY IMPLEMENTATION

**UNIT CODE:** COD/CU/SW/CR/03/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency**:**Conduct Social Policy implementation

**Duration of Unit: 100 Hours**

**UNIT DESCRIPTION**

This unit covers the competencies required to formulate social policy and Public Administration. It involves identifying social policy problems, carrying out community mobilization, carrying out social policy sensitization and documenting social policy issues.

**Summary of learning Outcomes**

1. Identify social policy problems
2. Carry out community mobilization
3. Carry out social policy sensitization
4. Document social policy issues

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify social policy problems | * Meaning and importance of social policy * Characteristics of social policy * Types of social policies * Decision making models * Principles of social policy * Models of social policy formulation * The process and problem of policy formulation | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 2. Carry out community mobilization | * Importance of public participation * Promoting public participation * Policy implementation activities * Policy implementation framework * Overcoming challenges in policy implementation | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 3. carry out social policy sensitization | * Meaning of policy Analysis * Importance of social policy analysis * Methods of social policy Analysis * Tools for policy analysis * Agencies involved in social policy analysis and their role | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 4. document social policy issues | * Documentation plan for social policy issues * Documentation tools * Documentation methods * Implementation of the documentation plan * Analysis of the documentation plan for social policy 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
* stationery

# PROJECT RESOURCES MANAGEMENT

**UNIT CODE:** COD/CU/SW/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage project resources

**Duration of Unit: 90 Hours**

**UNIT DESCRIPTION:**

This unit describes the competencies required to manage project resources. It involves identifying project resources, tracking available resources, identify project resource gaps and document project resources

**Summary of Learning Outcomes**

1. Identify project resources

2. Track available resources

3. Identify project resource gaps

4. Document project resources

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify project resources | * Meaning of community * Meaning of project * Characteristics and types of community projects * Meaning of community resources and community needs. * Types of community resources * Importance of community resources * Formulation of assessment tools and methods for community project identification (questionnaires, interview guides, observation) * Advantages and disadvantages of each assessment tool * Content of a community resource register | * Observation * Written tests * Assignments * Supervised exercise |
| 1. Track available resources | * Identification of a resource mapping team * Development of data collection tools * Mapping exercise * Data collection * Report compilation | * Case studies * Observation * Written tests * Assignments * Supervised exercise |
| 1. Identify project resource gaps | * Ways of constituting a community resource committee * Functions of the community resource committee * Importance of a monitoring work plan * Characteristics of an effective work plan. * Implementation of a work plan to monitor community resources * Establishment of a reporting mechanism on community resources * Compare available resources with the project resources * Identification of project resource gaps | * Case studies * Observation * Written tests * Assignments * Supervised exercise |
| 1. Document project resources | * Components of a documentation plan for community resource management * Meaning of good practices * Methods and procedures of documenting good practices * Ways of sharing good practices | * Case studies * Observation * Written tests * Assignments * Supervised exercise |

**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

# COMMUNITY AWARENESS ACTIVITIES

**UNIT CODE:** COD/CU/SW/CR/05/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out community awareness activities

**Duration of Unit: 90 Hours**

**UNIT DESCRIPTION**

This unit specifies the competencies required to carry out community awareness activities. It involves familiarizing with the community awareness plan, identifying the resources required, carrying out community awareness activities and documenting community awareness activities.

**Summary of learning outcomes**

1. Familiarize with the community awareness plan,
2. Identify the resources required,
3. Carry out community awareness activities
4. Document community awareness activities

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Familiarize with the community awareness plan | * Meaning of community awareness * identification assessment tool for knowledge, attitude and practices * Testing of the assessment tools * Administration of the assessment tools * Analysis of results * Process of sharing findings with stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise   Simulations |
| 1. Identify the resources required | * Identification of resources for planned activities * Time allocation for planned activities * Community awareness programme activities * Establishment of available resources and resource gaps | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carryout community awareness activities | * Importance of a community awareness plan * Formulation of community awareness programme objectives * Importance of community participation in awarenessprogrammes * Programme formulation meetings with community stakeholders * Documentation of formulated programmes * Report writing on community awareness programme | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Document community awareness activities | * Meaning and importance of documentation * Documentation procedures * Documentation tools * Documentation analysis and report writing | * 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
* Project work

**Recommended resources**

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

# ADVOCACY AND LOBBYING ACTIVITIES

**UNIT CODE:** COD/CU/SW/CR/06/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out advocacy and lobbying activities

**Duration of the Unit: 95 Hours**

**UNIT DESCRIPTION:**

This unit describes the competencies required to carry out advocacy and lobbying activities. It involves identifying community socio economic issues, identifying target groups, carrying out problem analysis, supporting implementation of lobbying activities in partnership with stakeholders, documenting the advocacy and lobbying activities.

**Summary of learning outcomes.**

1. Identify community socio economic issues,
2. Identify target groups,
3. Carry out problem analysis,
4. Support implementation of lobbying activities in partnership with stakeholders’
5. Document the advocacy and lobbying activities

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify community socio economic issues | * Meaning and importance of advocacy * Meaning and importance of lobbying * Characteristics of an advocate * Advocacy issues in society * Difference between advocacy and lobbying * Ethical issues in advocacy and lobbying * Importance of engaging community leaders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Identify target group | * Process of identification of the target group * Gender and inclusion in advocacy and lobbying * Documentation of the target group identification process * Dissemination of the report to relevant stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out problem analysis | * Meaning and importance of problem analysis * Development of problem assessment tools * Problem analysis process (preparation of tools, administration, analysis of the findings and report writings. | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. support implementation of lobbying activities in partnership with stakeholders’ | * Meaning and importance advocacy partnership. * Process of identification of advocacy partners * Establishing/strengthening collaborative and coordination of advocacy partnerships * Planning and review advocacy partnerships meetings * Process of advocacy (formulation of goals, packaging advocacy messages, choice of communication channels) * Formulation of advocacy objectives * Identification of advocacy activities * Advocacy work plan * Preparation of advocacy work plan budget * Resource mobilisation and allocation for advocacy | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Document the advocacy and lobbying activities | * Documentation plan for advocacy and lobbying activities * Documentation tools * Implementation of the documentation plan * Analysis of the documentation * Documentation of advocacy activities | * 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

# CONFLICT RESOLUTION AND MANAGEMENT

**UNIT CODE:** COD/CU/SW/CR/07/5/A

**Relationship to Occupational Standards**

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

**Duration of the Unit: 90Hours**

**UNIT DESCRIPTION:**

This unit describes the competencies required to undertake conflict resolution and management .It involves identifying community conflict issues, establishing conflict issues, identifying conflict resolution measures, supporting conflict resolution measures and documenting conflict resolution and management activities.

**Summary of learning outcomes**

1. Identify community conflict issues,
2. Establish conflict issues,
3. Identify conflict resolution measures
4. Support implementation of conflict resolution measures
5. Documenting conflict resolution and management activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify community conflict issues | * 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 conflicts * Development of assessment tools on causes of conflict * Administration of assessment tools * Documentation of findings * Analysis of findings and report writing * Dissemination of information to relevantstakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Identify conflict resolution measures | * Conflict resolution techniques * Mobilisation of relevant stakeholders for planning the conflict resolution programme | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Support conflict resolution measures | * Identification 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. Document conflict resolution and management activities | * Documentation plan for advocacy and lobbying 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
* Stationery
* Reference books

# PERFORMANCE OF HOME BASED CARE AND SUPPORT

**UNIT CODE:** COD/CU/SW/CR/08/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform home based care and support

**Duration of the Unit: 95 Hours**

**UNIT DESCRIPTION**

This unit covers competencies required to perform home based care and support. It involves identifying community needs, assessing community needs, analysing stakeholders, identifying individual needs, developing an individual care plan, implementing an individual care plan monitoring and documenting home-based care and support activities.

**Summary of Learning Outcomes**

1. Identify community needs
2. Assess community needs
3. Analyse stakeholders
4. Identify individual needs
5. Develop an individual care plan
6. Implement an individual care plan
7. Monitor and
8. Document home-based care and support activities

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify community needs | * Meaning importance of home based case and support * Home based care issues * Target groups * Principles and guidelines of home-based care * Practice of home based care * Identification of relevant partners * Establishment of collaborative linkages with structures and partners * Planning and review meetings | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Assess community needs | * Importance of home based care needs assessment * Development of assessment tools * Beneficiary targeting * Administration of assessment tools * Data collection and analysis * Preparation of a needs assessment report * Dissemination of report findings to relevant stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Analyse stakeholders | * Identification of the required resources for home-based care * Mapping of local and external stakeholders * Stake holders directory * Mobilisation of resources from stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Identify individual needs | * Meaning and importanceof individualcare plan * Formulation of needs assessment tools for various categories of home based care needs and issues * Administration of the assessment tools * Analysis of client’s needs based on the assessment * Report on client’s needs * Dissemination of the report to relevant stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Develop an individual care plan | * Importance of advocacy for home based care * Development an advocacy plan for home based care * Development of individual care plan * Allocation of resources for individual care plan | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Implement an individual care plan | * Community mobilisation in support of home based care * Implementation of the advocacy plan * Monitoring and review of the advocacy plan * Preparation and sharing of the advocacy report | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Monitor home based care and support activities | * Identification of client’s performance indicators * Tracking and analysing of client’s performance indicators * Preparation of the clients individual home based care report * Execution of referral where necessary | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Document home based care and support activities | * Documentation plan for advocacy and lobbying 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**

* Aprons
* Gum boots
* Gloves
* Operational office
* Fully operational residential institution
* First aid kit
* Legal documents on home based care
* Personnel

# CHILD WELFARE PROGRAMMES

**UNIT CODE:** COD/CU/SW/CR/09/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: carry out child welfare programmes

**Duration of the Unit: 90 Hours**

**UNIT DESCRIPTION**

This unit cover the competencies required to identify child welfare problem, assess child welfare problem, create awareness on child protection among community members, carryout reporting and referral of child abuse cases and document child abuse cases

**Summary of Learning Outcomes**

* 1. Identify child welfare problem.
  2. Assess child welfare problem
  3. Create awareness on child protection among community members
  4. Carry out reporting and referral of child abuse cases
  5. Document child abuse cases

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify child welfare problem. | * Meaning and importance of child welfare * Types causes, impact of child welfare problems (child labour, sexual harassment, trafficking, emotional abuse, neglect, abdomen, physical abuse) * Theories of child development (Eric Erickson psychosocial theory, Freud psychoanalytic theory, Piaget theory of cognitive development * Child protection legal policy framework * Development of tools to identify child welfare problems * Analysis of child abuse prevalence in a community * Writing and sharing of report with host ministry and other stakeholders | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Assess child welfare problem | * Development of assessment plan and tools * Assessment of number of children affected * Determination of the impact of child welfare problems to the child * Establishment of existing prevention and response services * Report on child welfare problems * Dissemination of the report | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Create awareness on child protection among community members | * Meaning and importance of child welfare networks * Mapping of existing child protection networks * Child protection actors directory * Referral and reporting mechanism, I child protection * Management and coordination of child protection networks * Planning and review meetings in child protection | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out reporting and referral of child abuse cases | * Management of various forms of child abuse * Development of a child protection prevention and response plan * Development of an organisation child protection policy/ child protection behaviour protocols * Development of a child abuse protection programme * Development of a child abuse response programme * Monitoring and evaluation framework for child protection programmes * Resource mobilisation strategies for child protection programmes | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Document child abuse cases | * Documentation plan for child welfare 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
* Legal instruments
* Model rescue house
* First aid kits

# COMMUNITY-BASED GROUPS MANAGEMENT

**UNIT CODE:** COD/CU/SW/CR/10/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: manage community-based groups.

**Duration of Unit: 90 Hours**

**UNIT DESCRIPTION**

This unit cover the competencies required to manage community-based groups**.** Itidentifying target group, mobilizing target group, planning group meetings, planning group activities, carrying out-group activities, monitor group activities and documenting group activities.

**Summary of learning Outcomes**

1. Identify target group
2. Mobilize target group
3. Plan group meetings
4. Plan group activities
5. Carryout group activities
6. Monitor group activities
7. Document group activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify target group | * Meaning and importance of community groups * Types of groups * Group dynamics * Introductory meetings with relevant stakeholders * Development of assessment plan and tools for target group identification including gender and inclusivity assessment * Administration of assessment tools * Preparation of an assessment report * Identification of target group * Identification of project area | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Mobilize target group | * Engagement meetings with community influencers/leaders * Sensitization of community leadership * Formulation and implementation of a mobilization plan * Registration of group members | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Plan group meetings | * Importance and structure of group meetings * Logistical planning for community group meetings * Establishment of group guidelines * Conduct of group meetings * Group meeting minutes * Sharing of minutes | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Plan group activities | * Participatory establishment of group leadership positions * Role specification for office bearers and tenure of office * Conduct of group elections * Qualities of effective leaders * Operationalization and coordination of the group | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Carry out group activities | * Resource mobilization and allocation for group activities * Implementation of the group activity plan * Progress management reports Resource mobilization and allocation for group activities * Implementation of the group activity plan * Progress management reports | * Case studies * Observation * Written tests * Assignments * Supervised exercise * Simulations |
| 1. Document group activities | * Documentation plan for advocacy and lobbying 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
* Reference materials
* Minutes of group
* Group constitution
* Meeting attendance sheet
* Notebooks
* Pens

# COMMUNITY CRISIS AND DISASTER SENSITIZATION PROGRAMS

**UNIT CODE:** COD/CU/SW/CR/11/5/A

**Relationship to occupational standards**

This unit addresses the unit of competency: conduct community crisis and disaster sensitization programs

**Duration of Unit: 90 Hours**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct community crisis and disaster sensitization programs. It involves identifying prevalent community crisis and disasters, creating awareness on the community crisis and disaster, supporting implementation of community disaster prevention and response plan, monitoring community crisis and disasters and documenting community crisis and disasters.

**Summary of learning outcomes**

1. Identify prevalent community crisis and disasters
2. Create awareness on the community crisis and disaster
3. Support implementation of community disaster prevention and response plan
4. Monitor community crisis and disasters
5. Document community crisis and disasters

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify prevalent community crisis and disasters | * 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. Create awareness on the community crisis and disasters | * 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. Support implementation of community disaster prevention 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. Monitor community crisis and disasters | * 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. Document community crisis and disasters | * Documentation plan for disaster and crisis management activities * Documentation tools * Documentation methods * Implementation of the documentation plan * Analysis of the documentation plan for disaster and crisis management activities | * 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