

**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**PUBLIC ADMINISTRATOR**

**LEVEL 6**



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, Vision 2030 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 of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of the TVET training.

This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these

Occupational Standards were developed for the purpose of developing a competency-based curriculum for Public Administrator. These Occupational Standards will also be the basis for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for the Business 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 Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Public Administration Sector Skills Advisory Committee (SSAC have developed these Occupational Standards for Public Administrator. These standards will be the bases for development of competency based curriculum for Public Administration Level 6.

The Occupational Standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

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

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGMENT

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

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

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

**CHAIRPERSON,**

**PUBLIC ADMINISTRATION SECTOR SKILLS ADVISORY COMMITTEE**

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# ABBREVIATION AND ACRONYMS

CDACC Curriculum Development, Assessment and Certification Council

ICT Information and Communication Technology

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualification Authority

KNQF Kenya National Qualification Framework

KRA Kenya Revenue Authority

PPE Personal protective equipment

TVET Technical and Vocational Education and Training

# **KEY TO UNIT CODE**

**BUS/OS/PA/BC/01/06/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# OVERVIEW

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

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

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/PA/BC/01/6/A | Demonstrate Communication Skills |
| BUS/OS/PA/BC/02/6/A | Demonstrate Numeracy Skills |
| BUS/OS/PA/BC/03/6/A | Demonstrate Digital Litercy |
| BUS/OS/PA/BC/04/6/A | Demonstrate Entrepreneural Skills |
| BUS/OS/PA/BC/05/6/A | Demonstrate Employability Skills. |
| BUS/OS/PA/BC/5/066/A | Demonstrate Environmental Literacy. |
| BUS/OS/PA/BC/6/07/A | Demonstrate Occupational Safety and Health Practices. |

**COMMON UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/PA/CC/01/6/A | Manage Public Communication |
| BUS/OS/PA/CC/02/6/A | Demonstrate Knowledge On Governance |
| BUS/OS/PA/CC/03/6/A | Conduct Public Administration Research Works |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| BUS/OS/PA/CR/01/6/A | Manage Public Security |
| BUS/OS/PA/CR/02/6/A | Manage Human Resources |
| BUS/OS/PA/CR/03/6/A | Co-Ordinate Implementation of Government Policies And Programmes |
| BUS/OS/PA/CR/04/6/A | Manage Disaster |
| BUS/OS/PA/CR/05/6/A | Manage Public Finance |
| BUS/OS/PA/CR/06/6/A | Co-Ordinate Conflict Resolution And Management |
| BUS/OS/PA/CR/07/6/A | Provide Land Administration Services |
| BUS/OS/PA/CR/08/6/A | Co-Ordinate Regional and International Cooperation |

# BASIC UNITS OF COMPETENCY

**DEMONSTRATE COMMUNICATION SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Meet communication needs of clients and colleagues | 1. Specific communication needs of clients and colleagues are identified and met based on workplace requirements 2. Different communication approaches are identified and applied according to clients’ needs 3. Conflict is identified and addressed as per the standards of the organization |
| 1. Develop communication strategies | * 1. Strategies for effective internal and external dissemination of information are developed as per organization’s requirements   2. Special communication needs are considered in developing strategies according workplace procedures   3. ***Communication strategies*** are analyzed, evaluated and revised based the workplace needs |
| 1. Establish and maintain communication pathways | * 1. Pathways of communication are established as per organization policy   2. Pathways are maintained and reviewed according to organization procedures |
| 1. Promote use of communication strategies | * 1. Information is provided to all areas of the organization as per strategy requirements   2. Effective communication techniques are articulated and modeled according work requirements   3. Personnel are given guidance about adapting communication strategies as per organization procedures |
| 1. Conduct interview | 1. A range of appropriate communication strategies are employed in ***interview situations*** based on the workplace requirements 2. Records of interviews are made and maintained in accordance with organizational procedures 3. Effective questioning, listening and nonverbal communication techniques are used as per needs |
| 1. Facilitate group discussion | 1. Mechanisms to enhance ***effective group interaction*** are identified and implemented according to workplace requirements 2. Strategies to encourage group participation are identified and used as per organizations’ procedures 3. Meetings objectives and agenda are set and followed based on workplace requirements 4. Relevant information is provided and feedback obtained according to set protocols 5. Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 6. Specific communication needs of individuals are identified and addressed as per individual needs |
| 1. Represent the organization | 1. 7Relevant presentation are researched and presented based on internal or external communication forums requirements 2. Presentation is delivered in a clear and sequential manner as per the predetermined time 3. Presentation is made as per appropriate media 4. Difference views are respected based on workplace procedures 5. Written communication is done as per organizational standards 6. Inquiries are responded according to organizational standard |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Communication strategies may include but not limited to: | * Language switch * Comprehension check * Repetition * Asking confirmation * Paraphrase * Clarification request * Translation * Restructuring * Approximation * Generalization |
| 1. Effective group interaction may include but not limited to: | * Identifying and evaluating what is occurring within an interaction in a nonjudgmental way * Using active listening * Making decision about appropriate words, behavior * Putting together response which is culturally appropriate * Expressing an individual perspective * Expressing own philosophy, ideology and background and exploring impact with relevance to communication |
| 1. Situations may include but not limited to: | * Establishing rapport * Eliciting facts and information * Facilitating resolution of issues * Developing action plans * Diffusing potentially difficult situations |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Direct observation 2. Oral questioning 3. Written texts |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE NUMERACY SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Apply a wide range of mathematical calculations for work | * 1. Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.   2. Mathematical information is interpreted and comprehended as per job specifications   3. A range of mathematical and problem solving processes are selected and used as per job specification   4. Different forms of fractions, decimals and percentages are flexibly used as per SOPs   5. Calculation performed with positive and negative numbers as per SOPs   6. Numbers are expressed as powers and roots and are used in calculations as per SOPs   7. Calculations done using routine formulas as per SOPs   8. Estimation and assessment processes are used to check outcome as per workplace procedures   9. Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures |
| 1. Use and apply ratios, rates and proportions for work | * 1. Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs   2. Mathematical information related to ratios, rate and proportions is analysed as per SOPs   3. Problem solving processes are used to undertake the task as per workplace procedures   4. Equivalent ratios and rates are simplified as per SOPs   5. Quantities are calculated using ratios, rates and proportions as per SOPS   6. Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs   7. The outcomes reviewed and checked as per job specifications   8. Information is record using mathematical language and symbols as per workplace procedures |
| 1. Estimate, measure and calculate measurement for work | * 1. Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications   2. Appropriate workplace measuring equipment are identified and selected as per job specifications   3. Accurate measurements are estimated and made as per SOPs   4. The area of ***2D shapes*** including compound shapes are calculated as per SOPs   5. The volume of 3D shapes is calculated using relevant formulas as per SOPs   6. Sides of right angled triangles are calculated using Pythagoras’ theorem as per SOPs   7. conversions are perform between units of measurement as per job specification   8. Problem solving processes are used to undertake the task as per workplace Procedures   9. The measurement outcomes are reviewed and checked as per workplace procedures   10. Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures |
| 1. Use detailed maps to plan travel routes for work | * 1. Different types of maps are identified and interpreted as per job requirements   2. Key features of maps are identified as per job requirements   3. Scales are identified and interpreted as per job requirements   4. Scales are applied to calculate actual distances   5. Positions or locations are determined using directional information as per job requirements   6. Routes are planned by determining directions and calculating distances, speeds and times as per job requirements   7. Information is gathered and identified and relevant factors related to planning a route checked as per job requirements   8. Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements   9. Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements |
| 1. Use geometry to draw 2D shapes and construct 3D shapes for work | * 1. A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications   2. Features of 2D and 3D shapes are named and described as per job specifications   3. Types of angles in 2D and 3D shapes are identified as per job specifications   4. Angles are drawn, estimated and measured using geometric instruments as per job requirements   5. Angle properties of 2D shapes are named and identified as per SOPs   6. Angle properties are used to evaluate unknown angles in shapes as per SOPs   7. Properties of perpendicular and parallel lines are applied to shapes as per SOPs   8. Understanding and use of symmetry is demonstrated as per SOPs   9. Understanding and use of similarity is demonstrated as per SOPs   10. The workplace tasks and mathematical processes required are identified as per workplace procedures   11. 2D shapes is drawn for work as per job specification   12. 3D shapes is constructed for work as per job specification   13. The outcomes are reviewed and checked as per workplace procedures   14. Specialized mathematical language and symbols appropriate for the task are used as per SOPs |
| 1. Collect, organize, and interpret statistical data for work | * 1. Workplace issue requiring investigation are identified as per workplace procedures   2. Audience / population / sample unit is determined as per workplace procedures as per workplace procedures   3. Data to be collected is identified as per workplace procedures   4. Data collection method is selected as per workplace procedures   5. Appropriate statistical data is collected and organized as per SOPs   6. Data is illustrated in appropriate formats as per SOPs   7. The effectiveness of different types of graphs are compared as per SOPs   8. The summary statistics for collected data is calculated as per SOPs   9. The results / findings are interpreted as per SOPs   10. Data is checked to ensure that it meets the expected results and content as per workplace procedures   11. Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure   12. Mathematical language and symbols are used to report results of investigation as per workplace procedure |
| 1. Use routine formula and algebraic expressions for work | * 1. Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs   2. Simple algebraic expressions and equations are developed as per job specification   3. Operate on algebraic expressions as per job requirement   4. Algebraic expressions are simplified as per job requirement   5. Substitution into simple routine equations is done as per SOPs   6. Routine formulas used for work tasks are identified and comprehended as per SOPs   7. Routine formulas are evaluate by substitution as per SOPs   8. Routine formulas transposed as per SOPs   9. Appropriate formulas are identified and used for work related tasks as per workplace procedures   10. Outcomes are checked and result of calculation used as per workplace procedures |
| 1. Use common functions of a scientific calculator for work | * 1. Required numerical information to perform tasks is located as per job specification   2. The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification   3. Function keys on a scientific calculator are identified and used as per SOPs   4. Estimations are referred to check reasonableness of problem solving process as per workplace procedures   5. Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. 2D shapes may include but not limited may include but not limited to: | * Triangles * Square * Rectangle * Triangle |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Measuring
* Logical thinking
* Computing
* Drawing of graphs
* Applying mathematical formulas
* Analytical

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Types of common shapes
* Differentiation between two dimensional shapes / objects
* Formulae for calculating area and volume
* Types and purpose of measuring instruments
* Units of measurement and abbreviations
* Fundamental operations (addition, subtraction, division, multiplication)
* Rounding techniques
* Types of fractions
* Different types of tables and graphs
* Meaning of graphs, such as increasing, decreasing, and constant value
* Preparation of basic data, tables & graphs

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Developed communication strategies to meet the organization requirements and applied in the workplace 2. Established and maintained communication pathways for effective communication in the workplace 3. Used communication strategies involving exchanges of complex oral information |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# DEMONSTRATE DIGITAL LITERACY

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify appropriate computer software and hardware | * 1. Concepts of ICT are determined in accordance with computer equipment   2. Classifications of computers are determined in accordance with manufacturers specification   3. Appropriate computer software is identified according to manufacturer’s specification   4. Appropriate computer hardware is identified according to manufacturer’s specification   5. Functions and commands of operating system are determined in accordance with manufacturer’s specification |
| 1. Apply security measures to data, hardware, software in automated environment | * 1. ***Data security and privacy are classified*** in accordance with the prevailing technology   2. ***Security threats*** reidentified ***and control measures*** are applied in accordance with laws governing protection of ICT   3. Computer threats and crimes are detected in accordance to Information Management security guidelines   4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT |
| 1. Apply computer software in solving tasks | * 1. ***Word processing concepts*** are applied in resolving workplace tasks, report writing and documentation as per the job requirements   2. ***Word processing utilities*** are applied in accordance with workplace procedures   3. Worksheet layout is prepared in accordance with work procedures   4. Worksheet is built and data manipulated in the worksheet in accordance with workplace procedures   5. Continuous data manipulated on worksheet is undertaken in accordance with work requirements   6. Database design and manipulation is undertaken in accordance with office procedures   7. Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures |
| 1. Apply internet and email in communication at workplace | * 1. Electronic mail addresses are opened and applied in workplace communication in accordance with office policy   2. Office internet functions are defined and executed in accordance with office procedures   3. ***Network configuration*** is determined in accordance with office operations procedures   4. Official World Wide Web is installed and managed according to workplace procedures |
| 1. Apply Desktop publishing in official assignments | * 1. Desktop publishing functions and tools are identified in accordance with manufactures specifications   2. Desktop publishing tools are developed in accordance with work requirements   3. Desktop publishing tools are applied in accordance with workplace requirements   4. Typeset work is enhanced in accordance with workplace standards |
| 1. Prepare presentation packages | * 1. Types of presentation packages are identified in accordance with office requirements   2. Slides are created and formulated in accordance with workplace procedures   3. Slides are edited and run-in accordance with work procedures   4. Slides and handouts are printed according to work requirements |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Appropriate computer hardware may include but not limited to: | Collection of physical parts of a computer system such as:   * Computer case, monitor, keyboard, and mouse * All the parts inside the computer case, such as the hard disk drive, motherboard and video card |
| 1. Data security and privacy may include but not limited to: | * Confidentiality of data * Cloud computing * Integrity -but-curious data surfing |
| 1. Security and control measures may include but not limited to: | * Counter measures against cyber terrorism * Risk reduction * Cyber threat issues * Risk management * Pass-wording |
| 1. Security threats may include but not limited to: | * Cyber terrorism * Hacking |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical skills
* Interpretation
* Typing
* Communication
* Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
* Using calculator
* Basic ICT skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Software concept
* Functions of computer software and hardware
* Data security and privacy
* Computer security threats and control measures
* Technology underlying cyber-attacks and networks
* Cyber terrorism
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheets;
* Meaning, formulae, function and charts, uses and layout
* Data formulation, manipulation and application to cells
* Database;
* Database design, data manipulation, sorting, indexing, storage retrieval and security
* Desktop publishing;
* Designing and developing desktop publishing tools
* Manipulation of desktop publishing tools
* Enhancement of typeset work and printing documents
* Presentation Packages;
* Types of presentation Packages
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Computer networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and integrate emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**EVIDENCE** **GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified and controlled security threats   2. Detected and protected computer crimes   3. Applied word processing in office tasks   4. Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures   5. Opened electronic mail for office communication as per workplace procedure   6. Installed internet and World Wide Web for office tasks in accordance with office procedures   7. Integrated emerging issues in computer ICT applications   8. Applied laws governing protection of ICT |
| 1. Resource Implications | The following resources should be provided:   * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Demonstrate understanding of an Entrepreneur | 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship |
| 1. Demonstrate understanding of Entrepreneurship and self-employment | 1. Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2. Importance of self-employment is analysed based on business procedures and strategies 3. ***Requirements for entry into self-employment*** are identified according to business procedures and strategies 4. Role of an Entrepreneur in business is determined according to business procedures and strategies 5. Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 6. Entrepreneurship culture in Kenya is explored as per business procedures and strategies 7. Born or made Entrepreneurs are distinguished as per entrepreneurial traits |
| 1. Identify Entrepreneurship opportunities | 1. Sources of business ideas are identified as per business procedures and strategies 2. Business ideas and opportunities are generated as per business procedures and strategies 3. Business life cycle is analysed as per business procedures and strategies 4. Legal aspects of business are identified as per procedures and strategies 5. Product demand is assessed as per market strategies 6. Types of ***business environment*** are identified and evaluated as per business procedures 7. Factors to consider when evaluating business environment are explored based on business procedure and strategies 8. Technology in business is incorporated as per best practice |
| 1. Create entrepreneurial awareness | 1. ***Forms of businesses*** are explored as per business procedures and strategies 2. Sources of business finance are identified as per business procedures and strategies 3. Factors in selecting source of business finance are identified as per business procedures and strategies 4. ***Governing policies*** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies 5. Problems of starting and operating SSEs are explored as per business procedures and strategies |
| 1. Apply entrepreneurial motivation | 1. ***Internal and external motivation*** factors are determined in accordance with motivational theories 2. Self-assessment is carried out as per entrepreneurial orientation 3. Effective communications are carried out in accordance with communication principles 4. Entrepreneurial motivation is applied as per motivational theories |
| 1. Develop innovative business strategies | 1. Business innovation strategies are determined in accordance with the organization strategies 2. Creativity in business development is demonstrated in accordance with business strategies 3. ***Innovative business strategies*** are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Identified Business is described as per business procedures and strategies 2. Marketing plan is developed as per business plan format 3. Organizational/Management plan is prepared in accordance with business plan format 4. Production/operation plan in accordance with business plan format 5. Financial plan is prepared in accordance with the business plan format 6. Executive summary is prepared in accordance with business plan format 7. Business plan is presented as per best practice |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Types of entrepreneurs may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. Requirements for entry into self-employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. Internal and external motivation may include but not limited to: | * Interest * Passion * Freedom * Prestige * Rewards * Punishment * Enabling environment * Government policies |
| 1. Business environment may include but not limited to: | * External * Internal * Intermediate |
| 1. Forms of businesses may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. Governing policies may include but not limited to: | * Increasing scope for finance * Promoting cooperation between entrepreneurs and private sector * Reducing regulatory burden on entrepreneurs * Developing IT tools for entrepreneurs |
| 1. Innovative business strategies may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Decision making
* Business communication
* Change management
* Competition
* Risk
* Net working
* Time management
* Leadership
* Factors affecting entrepreneurship development
* Principles of Entrepreneurship
* Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
* Conflict resolution
* Health, safety and environment (HSE) principles and requirements
* Customer care strategies
* Basic financial management
* Business strategic planning
* Impact of change on individuals, groups and industries
* Government and regulatory processes
* Local and international market trends
* Product promotion strategies
* Market and feasibility studies
* Government and regulatory processes
* Local and international business environment
* Relevant developments in other industries
* Regional/ County business expansion strategies

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | 1. Assessment requires evidence that the candidate: 2. Distinguished entrepreneurs and businesspersons correctly 3. Identified ways of becoming an entrepreneur appropriately 4. Explored factors affecting entrepreneurship development appropriately 5. Analysed importance of self-employment accurately 6. Identified requirements for entry into self-employment correctly 7. Identified sources of business ideas correctly 8. GeneratedBusiness ideas and opportunities correctly 9. Analysed business life cycle accurately 10. Identified legal aspects of business correctly 11. Assessed product demand accurately 12. Determined Internal and external motivation factors appropriately 13. Carried out communications effectively 14. Identified sources of business finance correctly 15. Determined Governing policy on small scale enterprise appropriately 16. Explored problems of starting and operating SSEs effectively 17. Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly 18. Prepared executive summary correctly 19. Determined business innovative strategies appropriately 20. Presented business plan effectively |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | 1. Written tests 2. Oral questions 3. Third party report 4. Interviews 5. Portfolio of Evidence |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE EMPLOYABILITY SKILLS**

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

**UNIT DESCRIPTON**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 2. Emotional intelligence is demonstrated as per workplace requirements. 3. Individual performance is evaluated and monitored according to the agreed targets. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for own actions are demonstrated based on workplace instructions. 6. Self-esteem and a positive self-image are developed and maintained based on values. 7. Time management, attendance and punctuality are observed as per the organization policy. 8. Goals are managed as per the organization’s objective 9. Self-strengths and weaknesses are identified based on personal objectives |
| 1. Demonstrate interpersonal communication | 1. Writing skills are demonstrated as per communication policy 2. Negotiation and persuasion skills are demonstrated as per communication policy 3. Internal and external stakeholders’ needs are identified and interpreted as per the communication policy 4. Communication networks are established based on workplace policy 5. Information is shared as per communication policy |
| 1. Demonstrate critical safe work habits | * 1. Stress is managed in accordance with workplace policy.   2. Punctuality and time consciousness is demonstrated in line with workplace policy.   3. Personal objectives are integrated with organization goals based on organization’s strategic plan.   4. ***Resources*** are utilized in accordance with workplace policy.   5. Work priorities are set in accordance to workplace goals and objectives.   6. Leisure time is recognized and utilized in line with personal objectives.   7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy.   8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.   9. Safety consciousness is demonstrated in the workplace based on organization safety policy.   10. ***Emerging issues*** are identified and dealt with in accordance with organization policy. |
| 1. Lead a workplace team | 1. Performance targets for the ***team*** are set based on organization’s objectives 2. Duties are assigned in accordance with the organization policy. 3. ***Forms of communication*** in a team are established according to organization’s policy. 4. Team performance is evaluated based on set targets as per workplace policy. 5. Conflicts are resolved between team members in line with organization policy. 6. Gender related issues are identified and mainstreamed in accordance workplace policy. 7. Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010. 8. Healthy relationships are developed and maintained in line with workplace. |
| 1. Plan and organize work | 1. Work plans are prepared based on activities and budget. 2. Assigned tasks are interpreted and expectations identified as per the workplace instructions. 3. Task occupational safety and health requirements are identified and observed regulations. 4. Work resources are identified, mobilized, allocated and utilized based on organization work plans. 5. Work activities are monitored and evaluated in line with work plans and workplace policy. 6. Work plans are reviewed based on target and available resources. |
| 1. Maintain professional growth and development | * 1. Personal training needs are identified and assessed in line with the requirements of the job.   2. ***Training and career opportunities*** are identified and utilized based on job requirements.   3. Resources for training are mobilized and allocated based organizations and individual skills needs.   4. Licensees and certifications relevant to job and career are obtained and renewed as per policy.   5. Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.   6. Recognitions are sought as proof of career advancement in line with professional requirements. |
| 1. Demonstrate workplace learning | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.   2. Improvement in performance is demonstrated based on courses attended.   3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job   4. Time and effort is invested in learning new skills based on job requirements   5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.   6. New systems are developed and maintained in accordance with the requirements of the job.   7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job. |
| 1. Demonstrate problem solving skills | * 1. Creative, innovative and practical solutions are developed based on the problem   2. Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.   3. Team problems are solved as per the workplace guidelines   4. Problem solving strategies are applied as per the workplace guidelines   5. Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Manage ethical performance | * 1. Policies and guidelines are observed as per the workplace requirements   2. Self-worth and professionalism is exercised in line with personal goals and organizational policies   3. Code of conduct is observed as per the workplace requirements   4. Integrity is demonstrated as per legal requirement |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Drug and substance abuse may include but not limited to: | Commonly abused   * Alcohol * Tobacco * Miraa * Over-the-counter drugs * Cocaine * Bhang * Glue |
| 1. Feedback may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. Relationships may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. Forms of communication may include but not limited to: | * Written * Visual * Verbal * Non verbal * Formal and informal |
| 1. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 1. Personal growth may include but not limited to: | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance |
| 1. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. Trainings and career opportunities may includes but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops |
| 1. Resource may include may but not limited to: | * Human * Financial * Technology |
| 1. Innovation may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but not limited to: | * Terrorism * Social media * National cohesion * Open offices |
| 1. Range of media for learning may include but not limited to: | * Mentoring * peer support and networking * IT and courses |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Interpersonal
* Communication
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Evaluation
* Record keeping
* Problem solving
* Decision Making
* Resource utilization
* Resource mobilization

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies
* Company operations, procedures and standards
* Occupational Health and safety procedures
* Fundamental rights at work
* Workplace communication
* Concept of time
* Time management
* Decision making
* Types of resources
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender mainstreaming
* HIV and AIDS
* Drug and substance abuse
* Professional growth and development
* Technology in the workplace
* Innovation
* Emerging issues

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   * 1. Conducted self-management   2. Demonstrated interpersonal communication   3. Demonstrated critical safe work habits   4. Demonstrated the ability to lead a workplace team   5. Planned and organized work   6. Maintained professional growth and development   7. Demonstrated workplace learning   8. Demonstrated problem solving skills   9. Demonstrated the ability to manage performance ethically |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENVIRONMENTAL LITERACY**

**UNIT CODE:** BUS/OS/PA/BC/06/6/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs, monitoring activities on environmental protection/Programs , analyzing resource use and developing resource conservation plans

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Control environmental hazard | 1. Storage methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. Environmental pollution ***control measures*** are implemented in accordance with international protocols.   2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999   3. Methods for minimizing noise pollution is complied with based on Noise and Excessive Vibration *Pollution and* Control *Regulations*, 2009 |
| 1. Demonstrate sustainable resource use | * 1. Methods for minimizing wastage are complied with based on organizational waste management guide   2. Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)   3. Methods for economizing and reducing resource consumption are practiced as per the Constitution of Kenya 2010 Article 69 . |
| 1. Evaluate current practices in relation to resource usage | * 1. Information on resource efficiency systems and procedures are collected and provided as per work groups/sector   2. Current resource usage is measured and recorded as per work group   3. Current purchasing strategies are analyzed and recorded according to industry procedures.   4. Current work processes to access information and data is analyzed following enterprise protocol. |
| 1. Identify environmental legislations/conventions for environmental concerns | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact 2. Industrial standard/environmental practices are described according to the different environmental concerns |
| 1. Implement specific environmental programs | 1. Programs/Activities are identified according to organizations policies and guidelines. 2. Individual roles/responsibilities are determined and performed based on the activities identified. 3. Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines 4. Stakeholders are consulted based on company guidelines |
| 1. Monitor activities on Environmental protection/Programs | 1. Activities are periodically monitored and Evaluated according to the objectives of the environmental program 2. Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations 3. Data gathered are analyzed based on Evaluation requirements 4. Recommendations are submitted based on the findings 5. Management support systems are set/established to sustain and enhance the program 6. Environmental incidents are monitored and reported to 7. concerned/proper authorities |
| 1. Analyze resource use | 1. All resource consuming processes are Identified as per the organizational work plan 2. Quantity and nature of resource consumed is determined based on processes 3. Resource flow is analyzed as per different parts of the process. 4. Wastes are classified according to NEMA regulations on waste management. |
| 1. Develop resource Conservation plans | 9.1. Efficiency of use/conversion of resources is determined according to industry protocol.  9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.  9.3. Plans for increasing the efficiency of resource use are developed based on findings. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. PPE may include but not limited to | * + Mask   + Gloves   + Goggles   + Safety hat   + Overall * Hearing protector |
| 1. Control measures may include but not limited to | * Methods for minimizing or stopping spread and ingestion of airborne particles * Methods for minimizing or stopping spread and ingestion of gases and fumes * Methods for minimizing or stopping spread and ingestion of liquid wastes |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Controlled environmental hazard   2. Controlled environmental pollution   3. Demonstrated sustainable resource use   4. Evaluated current practices in relation to resource usage   5. Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.   6. Described industrial standard environmental practices according to the different environmental issues/concerns.   7. Resolved problems/ constraints encountered based on management standard procedures   8. Implemented and monitored environmental practices on a periodic basis as per company guidelines   9. Recommended solutions for the improvement of the program   10. Monitored and reported to proper authorities any environmental incidents |
| 1. Resource Implications | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (e.g. Cleaning tools, cleaning materials, trash bags)   3. PPE, manuals and references   4. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection   5. Case studies/scenarios relating to environmental Protection |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   6. Third party report |
| 1. Context of Assessment | Competency may be assessed   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| 1. Identify workplace hazards and risk | 1.1 ***Hazards*** in the workplace are identified ***based their indicators***  1.2 Risks and hazards are evaluated based on legal requirements.  1.3 ***OSH concerns*** raised by workers are addressed as per legal requirements. |
| 1. Control OSH hazards | 2.1 Hazard prevention ***and control measures*** are implemented as per legal requirement.  2.2 Risk assessment is conductedand a risk matrix developed based on likely impact.  2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures. |
| 1. Implement OSH programs | 3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements.  3.2 Company OSH programs are implemented as per legal requirements.  3.3 Workers are capacity built on OSH standards and procedures as per legal requirements  3.4 ***OSH-related records*** are maintained as per legal requirements. |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Hazards may include but not limited to: | * Physical hazards – impact, illumination, pressure, noise, * vibration, extreme temperature, radiation * Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects * Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors * Ergonomics * Psychological factors – over exertion/ excessive force,   awkward/static positions, fatigue, direct pressure,   * varying metabolic cycles * Physiological factors – monotony, personal relationship, work out cycle * Safety hazards (unsafe workplace condition) –confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris * Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work) |
| 1. Indicators may include but not limited to: | * Increased of incidents of accidents, injuries * Increased occurrence of sickness or health complaints/ symptoms * Common complaints of workers related to OSH * High absenteeism for work-related reasons |
| 1. OSH concerns may include but not limited to: | * Workers’ experience/observance on presence of work hazards * Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) * Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines |
| 1. Safety gears /PPE (Personal Protective Equipment) may include but not limited to: | * Arm/Hand guard, gloves * Eye protection (goggles, shield) * Hearing protection (ear muffs, ear plugs) * Hair Net/cap/bonnet * Hard hat * Face protection (mask, shield) * Apron/Gown/coverall/jump suit * Anti-static suits * High-visibility reflective vest |
| 1. Appropriate risk controls   may include but not limited to: | * Appropriate risk controls in order of impact are as follows: * Eliminate the hazard altogether (i.e., get rid of the dangerous machine) * Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) * Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) * Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) * Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) * Use personal protective equipment (i.e., wear * gloves and goggles when using the machine) |
| 1. Contingency measures may include but not limited to: | * Evacuation * Isolation * Decontamination * (Calling designed) emergency personnel |
| 1. Incidents and emergencies may include but not limited to: | * Chemical spills * Equipment/vehicle accidents * Explosion * Fire * Gas leak * Injury to personnel * Structural collapse * Toxic and/or flammable vapors emission. |
| 1. OSH-related Records may include but not limited to: | * Medical/Health records * Incident/accident reports * Sickness notifications/sick leave application * OSH-related trainings obtained |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal
* Presentation
* Risk assessment
* Evaluation
* Critical thinking
* Problem solving
* Negotiation

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* General OSH Principles
* Occupational hazards/risks recognition
* OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
* National OSH regulations; company OSH policies and protocols
* Systematic gathering of OSH issues and concerns
* General OSH principles
* National OSH regulations
* Company OSH and recording protocols, procedures and policies/guidelines
* Training and/or counseling methodologies and strategies

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified hazards in the workplace based their indicators 2. Evaluated workplace hazards based on legal requirements. 3. Addressed OSH concerns raised by workers as per legal requirements. 4. Implemented hazard prevention and control measures as per legal requirement. 5. Conducted risk assessment as per legal requirement. 6. Developed risk matrix based on likely impact. 7. Recognized and established contingency measures in accordance with organization procedures. 8. Identified, evaluated and reviewed company OSH program based on legal requirements. 9. Implemented company OSH programs as per legal requirements. 10. Capacity built workers on OSH standards and procedures as per legal requirements 11. Maintained OSH-related records as per legal requirements. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Observation 2. Oral questioning 3. Written test 4. Portfolio of Evidence 5. Interview 6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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# COMMON UNITS OF COMPETENCY

# **MANAGE PUBLIC COMMUNICATION**

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

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Identify the process of communication | 1. ***Elements of communication*** are identified as per SOPs 2. ***Channels of communication*** are identified and selected based on the elements of communication 3. Strategies of mininizing barriers to effective communication are implemented based on the source of the barrier |
| 1. Carry out interpersonal communication | 1. ***Forms of communication*** are identified as per the communication process 2. Objectives of interpersonal communication are highlighted as per SOPs 3. Content and structure of the message are formulated based on the objectives 4. Channels are adopted as per SOPs |
| 1. Apply official communication skills | 1. Role of ***official communication*** in public administration is higlighted as per SOPs 2. Forms of official communication in public administration are identified as perSOPs 3. Protocol in communication is identified as per the chain of command 4. Etiqutte and Diplomacy are applied as per official communication 5. Standard procedures in production and dissemination of government information are identified and adopted as per SOPs |
| 1. Manage meetings | 1. Classification of meetings is carried out as per SOPs 2. Role of parties in a meeting is identified as per the category of meeting 3. Preparation of meetings is carried out as per SOPs 4. Management of meetings is conducted as per SOPs 5. Minutes are written down as per the agenda of the meeting 6. Follow up on meeting’s decisions is carried out as per the minutes |
| 1. Carry out public relations activities | 1. Role of public relations in public service is highlighted as per SOPs 2. Assessment tools on skills, knowledge, perception and attitude are developed and implemented as per SOPs 3. Information gathering is carried out based on the tools of assessment 4. Appreciation of the situation is carried out based on the findings 5. Objectives of the public relations programme are defined as per the findings 6. ***Public***s are defined based on the objectives 7. Public relations media and techinques are identified based on the publics 8. Work plan is prepared and implemented as per SOPs 9. Assessment of results is carried out based on the set objectives |
| 1. Manage communication policy issues and practices in government | 1. Communication policy issues and practices in government are highlighted as per SOPs 2. Procedures in communicating government issues and operations are identified and implemented as per SOPs 3. Monitoring and evaluation is carried out as per SOPs |

**RANGE**

This section provides work environments and conditions to which the performance criteria

apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. Elements of communication may include but is not limited to: | * Sender * Ideas * Encoding * Channel * Receiver * Decoding * feedback |
| 1. Channels of communication may include but is not limited to: | * Telephone * Letters * Posters * Television |
| 1. Forms of communication may include but is not limited to: | * Oral * Written * Facial gestures * Audio visual |
| 1. Official communication may include but is not limited to: | * Decrees * Orders * Ordinances * Formal correspondence * Forms and circulars * Instructions |
| 1. Public may include but is not limited to: | * Internal * External |
|  |  |

**REQUIRED KNOWLEDGE AND SKILLS**

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Communication process.
* Dynamics of groups and different styles of group leadership.
* Communication skills relevant to client groups.
* Flexibility in communication.
* Communication skills relevant to client groups.
* Key elements of communications strategy.
* Public relations activities
* Protocol,ettiquet and diplomacy in communication

**Required Skills**

The individual needs to demonstrate the following foundation skills:

* Decision making;
* Multitasking;
* Communications (verbal and written);
* Proficient in ICT;
* Time management;
* Problem solving;
* Planning
* Report writing;
* Record keepin

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   * 1. Identified role of parties in a meeting   2. Carried out preparations and managed meetings   3. Wrote down meeting minutes   4. Followed up meeting’s decisions   5. Developed and implemented assessment tools   6. Appreciated the situation   7. Defined objectives   8. Defined the publics |
| 1. Resource Implications | The following resources MUST be provided:   * 1. A functional office   2. Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:  3.1 Observation  3.2 Verbal  3.3 Written |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **DEMONSTRATE KNOWLEDGE OF GOVERNANCE**

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

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| * 1. Evaluate evolution of public administration | 1. Functions of administration are identified as per SOPs 2. Roles of public administration are identified as per SOPs 3. Traditional African administration systems are identified as per SOPs 4. Tradition Western administration systems are identified as per SOPs 5. Process of evolution to the modern state is familiarized with as per SOPs |
| 2. Analyze comparative western administration | 1. Capitalism is defined as per SOPs 2. Socialism is defined as per SOPs 3. Communism is defined as per SOPs |
| 3.Evaluate functions of Legislature | 1. Familiarized with the role of parliament as per the Constitution 2. Identified the role of Parliament as per SOPs 3. Identified the role of the National Assembly as per SOPs 4. Identified the role of Senate as per SOPs 5. Identified the composition and ***membership of parliamen***t as per the Constitution 6. Identified the offices of Parliament as per the Constitution 7. Familiarized with the procedure for enacting legislation as per the Standing Orders 8. Familiarized with Parliament’s general procedures and rules as per SOPs 9. Familiarized with the role of parliament as per the Constitution 10. Identified the role of Parliament as per SOPs 11. Familiarized with the role of parliament as per the Constitution 12. Identified the role of Parliament as per SOPs 13. Identified the role of Senate as per SOPs 14. Identified the composition and membership of parliament as per the Constitution 15. Identied the offices of Parliament as per the Constitution 16. Familiarized with the procedure for enacting legislation as per the Standing Orders 17. Familiarized with Parliament’s general procedures and rules as per SOPs |
|  |  |
| 4.Evaluate functions of the Executive | 1. Familiarize with the principles of separation of power as per the Constitution 2. Principles of executive authority are identified as per the constitutuion 3. ***National executive*** is identified as per the Constitution 4. Duties of the President are identified as per the Constitution 5. Duties of the Deputy President are identified as per the Constitution 6. Duties of the Attorny-General, Director of Public Prosecutions are identified as per SOPs 7. Duties of the Cabinet and Secretary to the Cabinet are identified as per SOPs |
| 5.Evaluate functions of Judiciary | 1. Familiarize with the judicial legal system as per the Constitution 2. Judicial authority is identified as per the Constitution 3. Judicial offices and officers are identified as per SOPs 4. System of courts is identified as per the Constitution |
| 6.Analyse objectives and principles of devolution | 1. Familiarize with the objects of devolution as per the constitution of Kenya 2010 2. Familiarize with the principles of devolved government as per the constitution 3. county governments are identified as per the first schedule in the constitution 4. Structure of the county government is identified as per the constitution 5. The county executive is identified and its role as per the constitution 6. The county Assembly is identified as per the constitution 7. Familiarize with the qualification for the election of a governor and deputy governor as per the constitution 8. Qualification for election of county assembly members are identified as per the constitution of Kenya 2010 |
| 7. Apply Knowledge on commercial law and administrative law | 1. Familiarizing with the geneal principles of law 2. law of contract,law of Tort,land law and criminal law is identified as per the constitution of Kenya 3. Familiarizing with the legal principles of public administration in administrative law 4. Family law is identified aper the constitutions 5. Familiarizing with the law of persons as per the constitution 6. Law relating to conduct,ethics and integrity of a public officer is identified as per the public order act |
| 8.Analyze the levels of government | 1. National governments are defined as per the Costitution 2. Functions of the National government are identified as per the Constitution 3. Objects and principles of devolved governments are identified as per the Constitution 4. Functions and powers of County governments are identified as per the Constitution 5. Familiarize with the boundaries of Counties as per the Independent Boundaries Commisson 6. Familiarize with the cooperation between national and county governments |
| 9.Carry out policy formation and execution | 1. Defined social policy and administration as per SOPs 2. Sources of government policies are identified as per SOPs 3. Government decision making and planning processes are indentifiedas per SOPS 4. Government policy making process is highlighted as per SOPs 5. Coordinationation of government activities is identified as per SOPs 6. Legal administration is defined as per SOPs |
| 10. Apply principles and practice of management | 10.1Planning is defined as per SOPs  10.2Organizing is defined as per SOPs  10.3Controlling is defined as per SOPs  10.4Coordinating is defined as per SOPs |

**RANGE**

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| **Variable** | **Range** |
| --- | --- |
| 1. Government ministries may include but is not limited to: | * Education * Health * Agriculture * Industrialization and Trade * Foreign affairs * Interior and coordination * Land * Labour * Finance |
| 1. National executive may include but is not limited to: | * President * Deputy president * Attorny-general * Director of public prosecution |
| 1. Membership of parliament may include but is not limited to: | * Speaker * Clerk * Majority Leaders for both houses * Minority leaders * Members both elected and nominated |

**REQUIRED KNOWLEDGE AND SKILLS**

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Constitution
* Public service Commission Act
* Functions of both the National and Couny governments
* Commercial and Administrative Law
* General principles of law
* Legal principles of public adminstration

**Required Skills**

The individual needs to demonstrate the following skills

* Proficient in ICT
* Time management
* Problem solving
* Communications (verbal and written)
* Planning
* Decision making
* Multitasking
* Report writing
* Record keeping

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   1. Identified roles of public administration are as per SOPs 2. Identified Traditional African and Western administration systems 3. Farmiliarized with the process of evolution to the modern state is 4. Defined Capitalism, Socialism and Communisim 5. Identified the organization structure in government 6. Identified Government ministries and their roles 7. Identified representation of people in government 8. Identified Commissions and independent offices 9. Farmiliarize with the principles of separation of power    1. Identified the roles of the Executive, Legislature and Judiciary    2. Identified the functions of the National and County governemnts    3. Familiarized with the boundaries of Counties    4. Defined social policy and administration    5. Identified sources of government policies    6. Identified government decision making and planning processes    7. Identified coordinationation of government activities    8. Identified the principes of managemen    9. Identified the principles of law |
| 2. Resource Implications. | The following resources must be provided:   1. Fully functional simulated office 2. Legal instruments 3. stationery |
| 3. Methods of Assessment. | Competency may be assessed through:  1 Observation  3.2 Verbal  3.3 Written  3.4 Projects  3.5 Third part reports |
| 4. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CONDUCT PUBLIC ADMINISTRATION RESEARCH WORKS

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized termsare elaborated in the Range.*** |
| 1. Identify Research Problem | 1. ***Literature review*** is conducted as per SOPs 2. Literature review analysis is conducted as per SOPs 3. Research problem is identified based on the analysis |
| 1. Formulate research plan | 1. Scope of study is established as per the set objectives 2. Timeframe is established as per the scope of the study 3. Budget is prepared as per organization policy 4. Samples size is established as per the scope of the study |
| 1. Develop research tools | 1. Required tools are identified as per SOPs 2. Required tools are designed as per SOPs 3. Selected tools are tested as per SOPs 4. Research tools are validated as per SOPs |
| 1. Carry out data collection | 1. Data collection team is established as per organization policy 2. Data collection team is trained as per organization policy 3. Research tools are administered as per organization policy |
| 1. Analyse collected data | 1. ***Data analysis tool*** is prepared as per organization policy 2. Data analysis is conducted as per organization policy |
| 1. Prepare research report | 1. Report is compiled as per organization policy 2. Report is shared or disseminated as per organization policy 3. Research findings are implemented as per organization policy |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Literature review | * Project reports. * Government agencies reports. * Past research reports. * Development partners reports. |
| 1. Data analysis tool | * Excel spreadsheets * Graphs * Charts |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidences that the candidate:   1. Identifed Research Problem 2. Formulated research plan 3. Developed research tools 4. Carried out data collection 5. Analysed collected data 6. Prepared research report |
| 1. Resource Implications | The following resources MUST be provided:  2.1 A functional office   * 1. Fully equipped simulated operations training office |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written tests 2. Interview 3. Oral questioning 4. Observation 5. Third party report |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CORE UNITS OF COMPETENCY

# MANAGE PUBLIC SECURITY

**UNIT CODE:** BUS/OS/PA/CR/01/6/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Coordinate and conduct Security Committee meetings | 1. Farmilialize with ***secutity committee*** composition as per the National Government Coordination Act 2. Notice for the meeting is prepared and in accordance with Standard Operating Procedures (SOPs) 3. Agenda for the meeting is prepared and shared in accordance with Standard Operating Procedures (SOPs) 4. Security meeting is conducted in accordace with National Government Cordination Act 2013 5. Minutes of the security commitee meetings are prepared as per SOPs |
| 1. Analyse security reports | 2.1 ***Security reports*** are received in accordace with National Government Cordination Act 2013  2.2.Security decisions are made and agreed upon per the reports  2.3 Decisions are documented as per SOPs |
| 1. Co-ordinate security agencies | * 1. Work plan is prepared as per SOPs   2. Duties are identified in accordance with security meeting composition   3. Duties are allocated as per issues presented in the report   4. Action plan is implemented as per SOPs |
| 1. Prepare security reports | * 1. Monitoring and evaluation is carried out as per SOPs   2. Security committee meeting minutes is prepared in accordance with Standard Operating Procedures(SOPs)   3. Security report is shared in accordance with National Government Cordination Act 2013 |
| 1. Undertake crime and violence prevention initiatives | * 1. Mapping /profiling/zoning is carried out as SOPs   2. Citizenry participation in security is enhanced as per the Constitution of Kenya 2010   3. Reports are prepared as per the mapping exercise   4. Security committee meeting is conducted as per SOPs   5. Criminal gangs are identified and profiled as per the intelligence security reports   6. Action plan is prepared as per SOPs   7. Duties are identified in accordance with security meeting composition   8. Duties are allocated   9. Action plan is implemented as per SOPs |
| 1. Participate in war against terrorism | * 1. Continuos mapping out on ***terrorism crime trends*** in the hot spots as per SOPs   2. ***Terrorism prone*** areas are identified as per the Terrorism Act 2012   3. Meetings with community leaders are conducted as per SOPs   4. Gather intelligence reports on terrorism as per SOPS   5. Meetings with ***multi agency lead teams*** on operations are conducted as per SOPs   6. Recommendations from multi agency lead teams are received and analysed as per National Police Service Act   7. Recommendations are implemented as per the National Police Service Act 2017   8. Continuous monitoring and evaluation on the implementation of the recommendations is carried out as per SOPs   9. Regular patrols are undertaken as per the National Police Act   6.10 Reports are prepared and shared as per SOPs |
| 1. Sensitize the public on war against terrorism | * 1. Identify terrorism prone areas as per SOPs   2. identify joint security committees to spearhead the terrorism awareness as per the terrorism act   3. communicate the agenda to the committee members as per SOPs   4. Identify the venues for the public awarenesss as per SOPs   5. Stakeholders to participate in mobilization are identified as per SOPs   6. Organize Barazas on public awareness on terrorism   7. Communicate the effects,challenges and threats to the public on terrorism as per the terrorism act |
| 1. Regulate and enforce compliance in the gaming industry | * 1. Mapping is done as per SOPs   2. Multi Agency lead teams are identified as per the Kenya Gaming Act   3. Security meetings are conducted as per SOPs   4. Crackdowns on ***illegal gaming*** are undertaken as per the meeting’s recommendations   5. Monitoring and evaluation is carried out as per Gaming Bill Act 2013   6. Reports are prepared and shared as per SOPs |
| 1. Carry out campaigns against illicit alcohol, drugs and substance abuse | * 1. Mapping is done as per SOPs   2. Security meetings are conducted as per SOPs   3. Security committee meetings recommendations are received and analysed   4. Security committee meetings recommendations are implemented as per the Constitution   5. Multi agency crackdowns are coordinated as per National Government Coordination Act, Alcoholic Drink Control Act   6. Reports are prepared as per SOPs |
| 1. Leading multi-agency teams on eradicating contraband/counterfeit goods, | 10.1Mapping out areas prone to ***contraband/***counterfeit goods is done as per the administrative boundaries  10.2 Formation of ***multi agencyteams***is done as per SOPs   * 1. Planning meetings are conducted as per SOPs   10.4 Work plans are prepared as per national Government Co-ordination Act  10.5 Intensifying suveillance by carrying out frequent multi agency operations with lead agencies is done in accordance with intelligence and deterrence reports around vulnerable areas.  10.6 Reports are prepared and shared as per the national Governent Co-ordination Act |
| 1. Coordinate food security | 11.1 Food security committees are identified as per Sop  11.2 policies on food security are implemented as per the big four agenda  11.3 public sensitization on government programmes relating to food security is undertaken by the stakeholders as per SOPS  11.4 Best government practices on food security are undertaken  11.5 Reports on food security are documented and shared as per SOPs |
| 1. Carry out public health Education | * 1. committeees on health education are identified   2. programmes on health are identified as per SOPs   3. Meetings are conducted as per SOPs   4. implementation of the programmes is undertaken as per SOPs   5. public health awareness/education is uconducted as per the SOPs   6. Final reports are prepared,documented and shared as per SOPs |
| 1. Prepare and present final security report | *13****.1classification procedure*** is identified as per SOPs  13.2security reports are prepared as per SOPs  13.3security reports are documented as per  13.4security final reports are shared as per National Government Coordination Act 2013 |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| 1. Terrorism prone may include but is not limited to: | * Border points * Bus terminus * Worship centres * Airports * Malls * Learning institutions * Police stations * Communication infrastructures |
| 1. Security reports may include but is not limited to: | * Stock theft * Petty crimes * Intelligence reports |
| 1. Terrorism crime trends may include but is not limited to: | * Radicalization * Extreme violence * Ethnic/religious profiling * Organised gangs |
| 1. Multi agency lead teams may include but is not limited to: | * Kenya Revenue Authority * Kenya National Police Service * Anti-terrorism police unit * Border patrol unit * National government administration officers (NGAO) |
| 1. Illegal gaming may include but is not limited to: | * Play stations * Pool tables * Poker games * Gambling machines |
| 1. Classification procedure may include but is not limited to: | * Formal * Confidential/restricted * Informal |

**REQUIRED KNOWLEDGE**

The individual needs to demonstrate knowledge of:

* Constitution
* Human Rights Based Programming
* Area of Jurisdiction
* Meeting procedures
* Sources of security information
* Types of security committees
* National Security Council
* National security Advisory committee
* Regional (Provinces)Security Advisory Committee
* County Security and Intelligence Committee
* Sub-County(Districts) Security and Intelligence Committee
* Ward/ Division Security and Intelligence committee
* Composition of security committees
* Crime prevention initiative
* Security patrols
* reconaissance
* Visibility presence of security personnel Community policing/ nyumbakumi initiative
* Citizen participation in security
* Forensic Science
* Tracking
* Security equipment
* Raids/crackdowns/operations against crime
* Emergencies and disaster response
* Public barazas
* Betting Control and Licensing Board Act

**REQUIRED SKILLS**

* Effective communication.
* Active listening.
* Giving/receiving feedback.
* Interpretation of information.
* Role boundaries setting.
* Negotiation.
* Establishing empathy.
* Openness and flexibility in communication.
* Communication skills required to fulfil job roles as specified by the organization.
* Writing communications strategy.
* Applying key elements of communications strategy.
* Leadership
* Negotiation
* Human relations

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate   1. Conducted meetings 2. Received and acted upon security 3. Documented decisions as per SOPs 4. Prepared and implemented a work plan 5. Carried out monitoring and evaluation 6. Prepared and shared a security report 7. Carried out mapping 8. Established a security committee 9. Undertook continuos mapping out on terrorism crimetrendsin the hot spots    1. Identified terrorism prone areas    2. Conducted meetings with community leaders multi agency and lead teams    3. Implemented recommendations    4. Carried continuous monitoring on the recommendations    5. Undertook regular patrols    6. Identified documents classification procedure    7. Documented security reports |
| 1. Resource Implications. | The following resources must be provided:   * 1. Stationery   2. Human resources   3. Transport means   4. Meeting equipment |
| 1. Methods of Assessment. | Competency may be assessed through:  3.1 Observation  3.2 Verbal questioning  3.3 written tests  3.4 Project  3.5 Interview  3.6 Third party reports. |
| 1. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# MANAGE HUMAN RESOURCES

**UNIT CODE:** BUS/OS/PA/CR/02/6/A

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Co-ordinate employee recruitment on delegation from public service | * 1. Job analysis is carried out as per SOPs   2. Job description is prepared as per the job analysis   3. Job specification is prepared as per job analysis   4. Authority to advertise is sort as per human resource procedures manual   5. ***Channels for advertising*** are identified as per SOPs   6. Adverisements are prepared as per human resource procedures manual for the public service   7. Advertisements are shared as per the human resource procedures manual |
| 1. Conduct employee selection | 2.1Sub-county human resource management committee is established as per  2.2The applications are received and recorded as per SOPs  ***2.3Short listing criteria*** is formulated as per SOPs  2.4Shortlisting is carried out based on the criteria  2.5List of shortlisted applicants is prepared as per SOPs  2.6Interviewing panel is identified as per the human rsource procedures manual  ***2.7Background check*** on the shortlisted applicants is carried out as per human resource procedures manual  2.8Shortlisted candidates are contacted as per human resources manual  2.9Interviews conducted as per SOPs  2.10 Interview notes are prepared as per human resource procedures manual  2.11The best three performing candidates are identified |
| 1. Co-ordinate placements | 1. The names of the best three performing candidates are shared as per the human resource procedures manual 2. The best candidate is identified among the three 3. The appointement letter is prepared and sent to the selected candidate |
| 1. Induct new appointees (pre-service training) | 1. ***Induction programme*** is prepared as per the human resource procedures manual 2. Induction programme is implemented as per SOPs 3. Monitoring and evaluation is carried out as per SOPs |
| 1. Conduct on- the job-training (in-service) | 1. Review of job training requirements is carried out as per SOPs 2. Staff skills and knowledge gaps are identified as per the job requirements 3. On-the-job training programme is prepared as per SOPs 4. Required resources and methods are identified 5. Trainings are conducted as per SOPs 6. Monitoring and evaluation is carried out as per SOPs 7. Reports are prepared as per SOPs |
| 1. Organize off-the –job training | 1. Review of job training requirements is carried out as per SOPs 2. Staff skills and knowledge gaps are identified as per the job requirements 3. Off-the-job training programme is prepared as per SOPs 4. Required resources and methods are identified 5. Trainings are conducted as per SOPs 6. Monitoring and evaluation is carried out as per SOPs 7. Reports are prepared as per SOPs 8. Succession planning is carried out as per SOPs |
| 1. Co-ordinate staff discipline | 1. Commuicating and sharing of the public service disciplinary manual as per SOs 2. Preliminary procedures on the misconduct are carried out as per the human resource procedures manual 3. Show cause letter is issued on the alleged offence and the framed charges 4. Meeting of the human resource management advisory commettee is convened as per SOPs 5. Recomenations are formulated based on the deliberations of the committee 6. Recommendations, material evidence and records are forwared to the Commission as per the human resource procedures manual |
| 1. Co-ordinate staff welfare | 1. Staff welfare committee is established as per SOPs 2. Staff welfare assessments are conducted as per SOPs 3. Support from all relevant stakeholders is established as per SOPs 4. Input from staff members and external stakeholders is obtained as per SOPs 5. Meetings are conducted as per SOPs 6. Welfare programmes are designed and implemented based on the recommendations of the meetings 7. Monitoring and review is carried out as per SOPs |
| 1. Organize performance appraisal | 1. Work planning, performance standards and expectations are established based on the status designation 2. Regular feedback is provided as per SOPs 3. Actual performance is measured based on the established standards 4. Actual performance is compared to the established standard performance 5. Recommendations interventions and sanctions are made based on the appraisal report 6. Report is prepared and shared with the County Human Resource Advisory Committee 7. Appeals are conducted as per the human resource procedures manual |
| 1. Facilitate employee exit | * 1. An exit strategy is formulated and communicated as per the human resource procedures maual   2. Departing employee’s letter of resignation is received and acknowledged as per SOPs   3. Employee’s termination information is entered into the HR database   4. Conflict of interest, non disclosure agreements, non complete agreements and confidentiality agreements are reviewed as per the contract of employemen   5. Fees and reimbursements are processed as per SOPs   6. Employee’s accrued leave days are determined as per SOPsF   7. Final payroll is prepared as per SOPs   8. Company equipment and assessts are recovered as per SOPs   9. Testimonials are prepared as per SOPs |
| 1. Mantain Human Resource Management records | 11.1Components of a documentation plan are identified as per the needs of the organization  11.2Methods of keeping the documents are identified as per the needs of the organization  11.3Documentation tools are identified and availed as per SOPs  11.4Documentation plan is implemented as per SOPs  11.5Regular review of the plan is carried out as per the needs of the organization  11.6Report is prepared and shared as per SOPs |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| 1. Channels for advertising may include but is not limited to: | * + Chief’s barazas’   + Churches   + Posters |
| 1. Short listing criteria may include but is not limited to: | * + Education levels   + Profession qualifications   + Marital status   + Age |
| 1. Background check may include but is not limited to: | * + Family background   + Criminal records   + Political activities |
| 1. Induction programme may include but is not limited to: | * + Working environment   + Conditions of the job   + Organization structure |

**REQUIRED SKILLS**

The individual needs to demonstrate skills in:

* Communication
* ICT
* Time management
* Problem solving
* Decision making
* Planning
* Multitasking
* Report writing
* Team work
* Listening

**REQUIRED KNOWLEDGE**

The individual needs to demonstrate knowledge of:

* Enabling legislation that govern employement and the work place
* Organiation policies, structures, processes, work standards skills and competencies
* Human resource support services
* Public Service Commision Act
* Gender mainstreaming
* Human Rights Based Programming
* Industrial relations
* Human relations

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | 1. Carried out job analysis 2. Prepared job description and job specification 3. Prepared a job advertisement 4. Identified and used channels of advertising 5. Established Sub-county human resource management committee 6. Received and recoredjob applications 7. Formulated a short listing criteria 8. Carried out shortlisting and prepared a list 9. Identified an interviewing panel   1.10 Carried out background checks on the shortlisted applicants  1.11 Conducted interviews, prepared notes, identified the three best performing candidates and shared their names   * 1. Prepared and sent appointement letter is to the selected candidate   2. Conducted induction training   3. Carried out monitoring and evaluation   4. Reviewed job training requirements and identified employees skills and knowledge gaps   5. Implemented on-the-job and off-the -job training programme   6. Prepared a report   7. Instituted staff disciplinary procedure   8. Designed and implemented staff welfare programmes   9. Established Work planning and performance standards   10. Conducted staff performance appraisal, shared the report and conducted appeals.   11. Formulated, communicated and implemented a staff exit strategy |
| 1. Resource Implications. | The following resources must be provided:   * 1. Stationery   2. Fully equipped model office   3. Policies   4. Legal instruments in human resource management |
| 1. Methods of Assessment. | Competency may be assessed through:  3.1 1 Observation  3.2 Verbal questioning  3.3 written tests  3.4 Project   * 1. Interview   5.1Third party reports |
| 1. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# CO-ORDINATE IMPLEMENTATION OF GOVERNEMNT POLICIES AND PROGRAMMES

**UNIT CODE:** BUS/OS/PA/CR/03/6/A

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Identify government policies and programmes | 1. Formation of the national development and coordination committee is done as per the executive order No. 1 of 2019.   1.2Meetings are convened and conducted as per SOPs.  1.3Government programmes and policies to be implemented are compiled and listed as per national development plan  1.4 Government policies are communicated to the public as per the available channels  1.5Government policies and programmes are implemented based on the National Government Coordination Act of 2013 |
| 1. Carry out public mobilization and sensitization | 1. Government policies and programmes are identified as per the National government Act 2013. 2. Community awareness needs are identified as pe SOPs 3. Community awareness plans are developed and implemented as per SOPs 4. ***Community awareness activities*** are carried out as per the plan 5. Public views are collected and documented through minutes 6. Minutes are shared as per SOPs |
| 1. Launch public projects | 1. Public projects to be launched are identified as per the executive order no.1 of 2019 2. Planning is carried out as per SOPs 3. Committees responsible for the planning on projects to be launched is established as per the activities to be undertaken 4. Public mobilization and sensitization on the launching of projects is done as per the SOPs. 5. Progress reports for presentation to the leadership of the implementation and development committee are prepared as per the Executive Order 6. Launching activities are carried out as per SOPS |
| 1. Implement government projects | 1. Consultation with the relevant government on implementation is carried out as per the Executive Order No 1 2019 2. Proper records of all minutes and accounting documents are properly maintained 3. An independent bank account is opened and maintained as per SOPs 4. Returns are prepared and filed on a timely basis as per SOPs 5. Funds are accounted for as per the project progress |
| 1. Provide security service to projects | 1. National government funded projects are identified as per the Executive Order 2. Mapping out insecurity prone national government projects areas is done as per the administrative boundaries 3. Strategies to secure the projects and ensure continuity are formulated as per the SOPs. 4. Strategies are implemented and evaluated as per SOPs 5. Reporting feedback on the sustainability of the projects is done as per the National Governemnt Co-ordination Act |
| 1. Oversight public projects | 1. Familiarize with quality standards as per SOPs 2. Committee to oversight on public projects is established as per SOPs. 3. Mapping out of public projects in the respective areas of jurisdiction is done as per SOPs 4. Reporting progress on the status of the above projects is done as per the executive order NO.1 2019. 5. Action and follow up be done by the committee on stalled projects for effective implementation as per the SOPs. 6. Reports on completed and stalled projects are prepared as per the National Government Co-ordination Act |
| 1. Monitor and evaluate government policies | 1. Public projects are identifies as per Executive Order 2. Monitoring and evaluating tools are developed as per SOPs 3. Project expected performance is communicated as per SOPS 4. Variance in project performance is detected as per the monitoring tools 5. Reasons for variance are identified as per the project expectations   Corrective measures are implemented as per the National Government Coordination |
| 1. Prepare project status reports | 1. Monthly updating on public projects is co-ordinated as per the government performance reporting system. 2. status reports on public projects are submitted to the national development coordination and communication committee as per the executive order No.1 of 2019. 3. Components of a documentation plan are identified and implemented as per SOPs 4. Good practices in documentation are identified as per SOPs 5. Methods and procedures of documenting good practices are implemented as per SOPs 6. Documentation tools are identied as per the plan 7. Documents are stored as per the tools |
| 1. Carry out project adjournment | 1. Deliverables are received from the contractor as per the project 2. Project completion is confirmed as per the plan 3. Contracts and documentations are reviewed as per SOPs 4. Resources are released as per SOPs 5. Postmortem of the project is conducted as per SOPs 6. Documents are archived as per SOPs 7. Project completion cerebration is carried out as per SOPs |
| 1. Co-ordinate immigration and registration services | 10.1Immigrants are identified and vetted as per the Kenya citizenship and immigration act 2011  10.2Public awareness on acquisition of national identification cards ,births,and death certificates is conducted as per SOPs  10.3issuance of national identification cards,births and death certificates is facilitated as per SOPs  10.4 collection of the registration documents is publicised as per SOPs  10.5Final reports on registration of persons are prepared,documented and shared as per SOPs |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| * + 1. Policies may include but is not limited to: | * Executive Order * E-citizens * New generation Identification cards * NEMS (National intergrated Identity Management System) |
| * + 1. Community awareness activities may include but is not limited to: | * Chief’s baraza’s * Churches meetings * Roadshows * Media advertisements |

**REQUIRED KNOWLEDGE AND SKILLS**

The individual needs to demonstrate knowledge of:

* Area of Jurisdiction
* Sources of security information
* Types of security committees
* National Security Council
* National security Advisory committee
* Regional (Provinces)Security Advisory Committee
* County Security and Intelligence Committee
* Sub-County(Districts) Security and Intelligence Committee
* Ward/ Division Security and Intelligence committee
* Composition of security committees
* Crime prevention initiative
* Community policing/ nyumbakumi initiative
* Public barazas
* Public/Private/ Partnership on programmes
* Government policies
* Multi agency lead teams
* National government projects
* Project life cycle

The individual needs to demonstrate the following skills:

* Emotional intelligence
* Planning
* Goals setting
* Goals congruence
* Strategic management
* Budgetary control
* Creativity and innovativeness
* Leadership
* Delegation
* Financial and cost management
* Authority to incur Expenditure (AIE)
* Conflict Resolution
* Communication
* ICT
* Business mentorship and coaching
* Change management
* Group dynamics
* Committees - roles and responsibilities
* Constitution
* Registrar of births and deaths
* Registrar of persons
* Registration process
* Registration documents
* Employeement Act
* Immigration laws

**EVIDENCE GUIDE**

This provides advice on assessment and is dealt in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   1. Formed a national development and coordination committee 2. Convened and conducted Meetings 3. Compiled and listed Government programmes and policies to be implemented 4. Communicated government policies to the public 5. Implemented Government policies and programmes 6. Identified Community awareness needs are as pe SOPs 7. Developed and implemented community awareness plans 8. Collected, documented and shared public views 9. Formed monitoring and evaluation committee   1.10 Monitored and evaluatated for national government priority programmes and projects  1.11 Prepared and shared reports   * 1. Formed multi agency teams   1.14 Intensified suveillance by carrying out frequent multi agency operations with lead agencies   * 1. Launched, publicised and supervised Government projects   2. Implemented strategies to secure projects and ensure continuity   3. Provided feedback on sustainability of government projects |
| 1. Resource Implications. | The following resources must be provided:   1. Fully equipped simulated office 2. Stationery 3. Transport means 4. Resource persons 5. Data collection equipment 6. Maps |
| 1. Methods of Assessment. | Competency may be assessed through:  3.1 Verbal questioning  3.2 Project  3.3 Observation  3.4 Third party report  3.5 Interview  3.6 Written test |
| 1. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# MANAGE CRISIS AND DISASTER

**UNIT CODE:**BUS/OS/PA/CR/4/6/A

**UNIT DESCRIPTION**

This unit specifies competencies required to manage Crisis and disasters. It involves; Identifying disaster category, initiating disaster links and partnerships , developing disaster and crisis preparedness strategy, coordinating disaster mitigation strategies, coordinating disaster mitigation efforts, conducting community disaster awareness campaigns and evaluating disaster prevention and response strategy

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Identify disaster Category | 1. A co-ordinating disaster management committee is established as per SOPs 2. Existing disasters are profiled as per SOPs 3. Existing disasters are categorised as per the profile 4. Early warning signs are identified and documented as per SOPs 5. Prevalence of disaster is determined as per the documentation |
| 1. Initiate crisis and disaster partnership, Contact crisis and disaster links | 1. Crisis and disaster partneships/partners are identified as per SOPs 2. Collaborative crisis and disaster partneships are established and strengthened as per SOPs 3. Planning and review meetings are conducted as per SOPs |
| 1. Develop crisis and disaster preparedness and response plan | 1. Meetings are conducted as per SOPs 2. An audit of the existing disaster prevention and response is carried out as per SOPs 3. Capacity and resource gaps are identified as per SOPs |
| 1. Co-ordinate disaster mitigation efforts | 1. Disaster risk reduction measures are identified and implemented as per SOPs 2. Disaster response measures are identified and implemented as per SOPs 3. Monitoring and review of response and reduction measures is carried out as per SOPs |
| 1. Conduct community disaster awareness campaigns | 5.1Community awareness plan is prepared as per SOPs  5.2Community awareness plan is implemented as per SOPs  5.3Awareness plan is monitored and evaluated as per SOPSCommunity awareness needs are identified as per SOPs  5.4Meetings to formulate awareness programmes are conducted as per SOPs  5.5Community awareness plan is developed based on the programmes  5.6Resources are identified and mobilized based on the programme  5.7Sensitization partneships and linkages are developed as per SOPs  5.8Community disaster awareness activities are carried out as per SOPs  5.9 Monitoring and evaluation is carries out as per SOPs  5.10Documentation of community disaster awareness campains is carried out as per SOPs |
| 1. Evaluate disaster prevention and response strategy | 6.1Evaluation schedules are prepared as per SOPs  6.2Evaluation tools are prepared as per SOPs  6.3Evaluation is conducted as per the prepared tools  6.4Evaluation report is prepared and shared as per SOPs  6.5Documentation of disaster and crisis management is carried out as per SOPs |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| 1. Disaster prevention and response plan may include but is not limited to: | * Profiling potential disaters * Response measures * Safeguarding policies |
| 1. Documentation may include but is not limited to: | * Reports * Programme pictures * Documentaries * Human change stories |

**REQUIRED KNOWLEDGE AND SKILLS**

The individual needs to demonstrate knowledge of:

* Emergencies and disaster response
* Public barazas
* Public/Private/ Partnership on programmes
* Disaster management committee
* Disaster risks and vulnerability
* Disaster potential areas
* Disaster prevention strategies
* Disaster mitigation enforcement
* Disaster resources

The individual needs to demonstrate the following skills:

* Emotional intelligence
* Needs Assessment and surveys
* Training and development
* Staff relations and welfare
* Planning
* Goals setting
* Goals congruence
* Strategic management
* Budgetary control
* Creativity and innovativeness
* Leadership
* Delegation
* Financial and cost management
* Authority to incur Expenditure (AIE)
* Conflict Resolution
* Communication
* ICT
* Business mentorship and coaching
* Change management
* Group dynamics
* Committees - roles and responsibilities

**EVIDENCE GUIDE**

This provides advice on assessment and is dealt in conjunction with the performance criteria, required skills and knowledge and range.

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   1. Established a co-ordinating disaster management committee 2. Profiled existing disasters 3. Categorised existing disasters 4. Identified and documented early warning signs 5. Determined prevalence of disaster 6. Identified crisis and disaster partneships/partners 7. Established and strengthened Collaborative crisis partneships 8. Conducted planning and review meetings 9. Carried out an audit of the existing disaster prevention and response   1.10Identified capacity and resource gaps  1.11Identified and implemented disaster risk reduction measures  1.12Identified and implemented disaster response measures  1.13Carried out monitoring and review of response and reduction measures  1.14Identified and implemented disaster risk reduction measures  1.15Identified and implemented disaster response measures  1.16Monitored and reviewed response and reduction measures  1.17Identified disaster response and prevention plan  1.18Identified available resources and resource gaps  1.19Potential resource providers are identified as per SOPs  1.20Resources to implement the strategies are mobilized as per SOPs  1.21Community awareness needs are identified as per SOPs  1.23Meetings to formulate awareness programmes are conducted as per SOPs  1.24Community awareness plan is developed based on the programmes  1.25Resources are identified and mobilized based on the programme  1.26Sensitization partneships and linkages are developed as per SOPs  1.27Community disaster awareness activities are carried out as per SOPs  1.28Monitoring and evaluation is carries out as per SOPs  1.29Documentation of community disaster awareness campains is carried out as per SOPsEvaluation schedules are prepared as per SOPs  1.30Evaluation tools are prepared as per SOPs  1.31Evaluation is conducted as per the prepared tools  1.32Evaluation report is prepared and shared as per SOPs  1.33Documentation of disaster and crisis management is carried out as per SOPs |
| 2. Resource Implications. | The following resources must be provided:   1. Fully equipped simulated office 2. Stationery 3. Transport means 4. Resource persons 5. Data collection equipment 6. Maps |
| 3. Methods of Assessment. | Competency may be assessed through:  3.1 Verbal questioning  3.2 Project  3.3 Observation  3.4 Third party report  3.5 Interview  3.6 Written test |
| 4. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 5. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# MANAGE PUBLIC FINANCES

**UNIT CODE:** BUS/OS/PA/CR/5/6/A

**UNIT DESCRIPTION:**

This unit specifies competencies required in manage public finances.It involves; identifying government expenditure,preparing budget estimates, managing departmental budget, supervising utilization of public resources and carrying out public procurement and disposal

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Identify government expenditure | * 1. Sources of government finance are identified as per the Constitution of Kenya 2010   2. ***Financial independent institutions*** are identified based on the Constitution   3. ***Recurrent expenditure*** is identified as per the government budget   4. ***Developmental expenditure*** is identified as per the government budget |
| 2. Prepare budget estimates | 1. Ministries and departments submit their the budget estimates as per making process 2. Yearly estimates of revenue and expenditure are prepared as per the Public Finance Act 3. Budget rationalization process, MTEF(medium term expenditure frame work and GFS (Government financial stastics) is carried out as per the Pubic Finance Act 4. Yearly estimates of revenue and expenditure are sumitted as per the Act of Parliament 5. Estimates are discussed, reviewed and recommendations made in accordance with the Act of Parliament 6. Budget estimates are approved as per the Appropriation Bill 7. Consolidated Fund and exchequer accounts are established as per the Constitution 8. Authority on withdrawals from the Consolidated Fund for expenditure and appropriation is made as per the Act of Parliament |
| * + 1. Manage departmental budget | 1. Disbursements are made as per the Public Finance Act 2. Preparation and submission of the ***work plan*** is done as per SOPs 3. Approval of the work plan by the authorising officer is done as per the Public Finance Act 4. Expenditure is authorised as per the work plan 5. Surrender of imprest is made as per the SOPs |
| * + 1. Supervise public resource utilization | 1. Constituency treasury boards and control systems are established as per SOPs 2. Constitency Development Funds are disbursed as per SOPs 3. Public resources are identified as per Executive Order number 1 of 2019 4. ***Public resources*** utilization committee is established as per the Public Finance Management Act 5. Books of account are audited as per SOPs 6. Monitoring and evaluation is carried out as per the nature of the projects and the Consitution of Kenya 7. Public resource utilization report is prepared and shared as per SOPs 8. Audit reports are submitted as per SOPs |
| * + 1. Carry out public procurement and disposal | 1. Methods of procurement are identified as per SOPs 2. Tender committees are established as per the Public Procurement Act 3. Constituency Development Fund procurement procedures are established and implemented as per SOPs 4. An Appeals Board in Procurement process is established as per SOPs 5. Committess in the disposal of government stores and equipement are established as per |

**RANGE**

This section provides work environments and conditions to which the performance criteria

apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. Financial independent institutions may include but is not limited to***:*** | * Office of Auditor General * Controller of Budget * Commission on Revenue Allocation * Salaries and Remuneration commission |
| 1. Recurrent expenditure may include but is not limited to***:*** | * Wages * Salaries * Employer contributions * Interest payments * subsidies |
| 1. Developmental expenditure may include but is not limited to***:*** | * Roads * Hospitals * schools |
| 1. Work plan may include but is not limited to***:*** | * Activities * Budget * Duties and responsibilities * Timelines |
| 1. Public resources may include but is not limited to***:*** | * Fishing grounds * Irrigation systems * Pastures * Forests * water |

**REQUIRED KNOWLEDGE AND SKILL**

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Role and functions of Treasury
* Sources of government revenue
* Role and functions of Central Bank
* Kenya Revenue Authority
* Types of government expenditure
* Budgetary cycle
* Consolidated fund
* Exchequer account
* Role of Parliamanet in budgetary process
* Finance control systems
* National Government Constituency Development Fund
* Commission on Revenue allocation
* Auditor General
* Controller of Budget
* Intergrated financial management information system (IFMS)

**Required Skills**

The individual needs to demonstrate the following skills:

* Decision making;
* Multitasking;
* Communications (verbal and written);
* Proficient in ICT;
* Time management;
* Problem solving;
* Planning
* Report writing;
* Record keeping
* Budgeting skills
* Basic accounting
* Book keeping

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   1. Identified sources of government finance 2. Identified financial independentinstitutions 3. Identified recurrent expenditure 4. Identified developmental expenditure 5. Prepared and submitted ministries and countys estimates 6. Prepared Yearly estimates of revenue and expenditure 7. Carried out budget rationalization process (MTEF and GFS) 8. Received budget reviews and recommendations 9. Established Consolidated Fund and exchequer accounts are established as per the Constitution   1.10Made authority on withdrawals from the Consolidated Fund  1.11 Made disbursements   * 1. Preparared and submitted a work plan   1.13 Authorised expenditure   * 1. Surrendered imprest   1.15Established constituency treasury boards and control systems  1.16Disbursed Constitency Development Funds  1.17Identified Public resources  1.18Established resources utilization committee  1.19Adited books of account  1.20Carried out monitoring and evaluation  1.21Prepared a public resource utilization report  1.23Submitted audit reports  1.24Identified methods of procurement  1.25Established tender committees  1.26Established and implemented Constituency Development 1.27Fund procurement procedures  1.28Established an Appeals Board in Procurement process  1.28Established committess in the disposal of government stores and equipement. |
| 2. Resource Implications. | The following resources must be provided:   1. Fully equipped functional office 2. Transport means 3. Maps of Administrative boundaries 4. Relevent Acts 5. Stationery 6. Calculators |
| 3. Methods of Assessment. | Competency may be assessed through***:***   1. Observation 2. Verbal questioning 3. written tests 4. Project 5. Interview 6. Third party reports |
| 4. Context of Assessment. | Competency may be assessed individually;   1. On-the-job 2. Off-the-job 3. Combination of both |
| 5. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COORDINATE CONFLICT RESOLUTION AND MANAGEMENT

**UNIT CODE:**BUS/OS/PA/CR/6/6/A

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomeswhich make the workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements. ***(Bold and italicised terms are elaborated in the Range)*** |
| --- | --- |
| 1. Identify target group. | 1. Inception and introductory meeting conducted as per SOPs 2. Selection criteria for target population developed as per administrative boundaries 3. Selection criteria is applied as the National Government Coordination Act 4. Mobilization of the target group is done as per meeting minutes |
| 1. Establish causes of conflict | * 1. Composition of security committee is established as per SOPs   2. Security meetings are conducted as per SOPS   3. Minutes of the meetings are prepared and shared as per SOPs   4. Security reports are received and analysed as per the National Cohesion and IntergrationAct   5. Reports are documented as per SOPs |
| 1. Develop conflict resolution mechanisms | 1. Relevant stakeholders mobilised as per National Cohesion and Intergration Act 2. *Conflict resolution program* formulation meeting is conducted as per SOPs 3. The program is formulated as per SOPs. 4. Formulated plan is implemented as per the programme 5. Implementation plan shared as SOPs 6. Resources are identified and availed as per the programme 7. Plan is implemented based on the programme and the resources |
| 1. Monitor conflict resolution process | 1. ***Monitoring tools*** are developed as per SOPs 2. Monitoring tools are implemented based on the resolution programme 3. Review of conflict resolution measures is done as per SOPs |
| 1. Manage community conflicts | 1. ***Peace building programs*** are formulated based on the type of conflicts   5.2Peace building programs are implemented as per community conflicts  5.3Peace building programs are reviewed as per SOPs |
| 1. Document conflict resolution and management activities | 1. Documentation procedures are identified as per SOPs 2. Documents are stored as SOPs 3. Documentation plan prepared as per SOPs 4. Documentation tools are prepared based on the documentation plan 5. Documentation analysis is conducted as per SOPs |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| 1. Monitoring tools may include but not limited to: | * Focus group discussions * Questionnaires * Base line surveys |
| 1. Peace building programs may include but not limited to: | * School based peace education programmes * Community peace programmes * Peace building meetings * Healing and reconciliation process |
| 1. Conflict resolution programs may include but not limited to: | * Mediation * Arbitration * Conciliation |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Presentation
* Interpersonal relation
* Boundary setting
* Facilitation
* Training
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence
* Conflict resolution

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* National Cohesion and Intergration Act
* National Government Cordination Act
* Theories of Conflict
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Rehabilitation programs
* Natural resources
* Drugs and substance abuse
* Natural calamities
* First Aid
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Demonstrated ability to mobilize target groups in conflict resolution 2. Demonstrated ability to develop selection criteria to identify target group 3. Demonstrated ability to apply selection criteria 4. Demonstrated ability to conduct meetings 5. Demonstrated ability to analyse findings 6. Demonstrated ability to prepare reports 7. Demonstrated ability to disseminate information 8. Demonstrated ability to formulate conflict resolution programmes 9. Demonstrated ability to implement conflict resolution programmes |
| 1. Resource implications | The following resources should be provided   * 1. A functional office   2. fully equipped simulated training office |
| 1. Methods of Assessment | V  Competency may be assessed through   * 1. Project   2. Observation   3. Third party report   4. Interview   5. Written test |
| 1. Context of Assessment | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# PROVIDE LAND ADMINISTRATION SERVICES

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  Establish workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Establish land control boards | 1. Composition of land ***control board membership*** is constituted according to Kenya Land Control Act 2017 2. Monthly land control board meetings are convened and conducted as per the SOPs 3. Land control board meetings are chaired in accordance with the land control boards act of 2017 |
| 1. Facilitate the succession process | 1. Family members beneficiary’s meetings are organised as per SOPs 2. Family members are identified and consulted on succession matters 3. Letters of administration indicating the ***list of beneficiaries*** are verified as per the Law of Succession Act 4. Advise on succession matters is given to the family members as per SOPs |
| 1. Arbitrate and settle land disputes | 1. Complaints desk is set up as per SOPs 2. Complaints are received from the members of the public as per SOPs 3. land disputes are recorded and filed as per SOPs 4. Methods of sermoning the accused persons are established as per SOPs 5. Hearing of land disputes cases is carried out as per the Standing Orders 6. Arbitration process is carried out as per SOPs 7. Land disputes are resolved to the satisfaction of all parties, through restrictions and cautions 8. Unresolved disputes are referred to the ***relevenet authorities*** |
| 1. Facilitate land sale restriction | * 1. Identify complains on land as per SOPs   2. Summons are made to the conflicting parties to confirm genuinity of the complains as per SOPs   3. Letters on restrictions are drafted as per SOPs   4. Document restriction letters and minutes as per the land control act   5. Reports are shared as per SOPs |
| 1. Identify and secure public land | 1. Mapping out of public land is done as per the Constitution and the Land act 2. List of public land is prepared as per the mapping exercise 3. A report on the status of public land is prepared and submitted as per SOPs 4. Safeguarding of public land and properties is carried out as per SOPs |
| 1. Safeguard environmental resource | 1. ***Community resources*** are assessed as per SOPs 2. Resource register is prepared as per SOPs 3. Resource gaps are identified as per SOPs 4. Community resource management committee is established as per SOPs 5. Resource utilization is prioritised based on the community needs 6. Resource utilization is monitored and evaluated as per SOPs 7. Report is prepared based on the evaluaton 8. Action plan is developed and implemented based on the report |
| 1. Document land administrative services | 7.1Documentation plan is identified as per SOPs  7.2Best practices are identified as per SOPs  7.3Best practice are shared as per SOPs  7.4Documents are stored as per the needs |
|  |  |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Control board membership may include but not limited to: | * Land owner in the locality * Form four level of education * Above 45 years old |
| 1. List of beneficiaries may include but not limited to: | * .Spouse * Children * Parents |
| 1. relevenet authorities may include but not limited to: | * Courts of law * Lands Ministry * County government |
| 1. Community resources may include but not limited to: | * Public land * Water catchment areas * Community skills culture * Utilities (hospitals, schools, police posts, cattle dips) |

**REQUIRED SKILLS AND KNOWLEDGE**

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

The individual needs to demonstrate knowledge of:

* Constitution of Kenya
* Area of Jurisdiction
* Land Act
* Lands registry
* Idle Land Tax Policy
* National Land Commission
* Land Control Board
* Land Disputes
* Arbitration process
* Public land
* Environmental Resources
* Documentation process
* County Land Management Boards
* Title deeds and Allotement letters
* Line Ministries
* NEEMA requirements on land use
* Types of community resources
* United Nations Environmental Programme
* Food Agriculture Organisation
* Environmental laws
* Family Law
* Law of Succession Act
* Letters of administration
* Kenya Poligamy Law
* Workman’s Compensation Act
* State council
* Boundaries setting.

**Required Skills**

The individual needs to demonstrate the following skills:

* Public Relations
* Diplomacy
* Active listening.
* Giving/receiving feedback.
* Interpretation
* Negotiation
* Arbitration
* Mediation
* Empathy.
* Communication
* Conflict resolution

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate   1. Constituted land control board membership 2. Convened and conducted monthly land control board meetings 3. Identified family members and beneficiaries 4. Organised family members beneficiary’s meetings 5. Prepared and issued letters of administration 6. Prepared and submitted succession reports 7. Facilitated succession process 8. Received, recorded and filed land dispute cases 9. Issued sermons to the parties in dispute 10. Heared determined land disputes cases 11. Applied the arbitration process 12. Established a complaint desk 13. Conducted meetings with parties in a land dispute 14. Prepared and issued letters on land restrictions 15. Put in measures of land restrictions 16. Carried out mapping of idle public land 17. Prepared a land register 18. Undertook safegurding of public land and property 19. Prepared a community resource register 20. Identified resource gaps |
| 1. Resource Implications. | The following resources must be provided:   1. A functional office 2. fully equipped simulated training office 3. Stationery 4. Transport means 5. Legal instruments |
| 1. Methods of Assessment. | Competency may be assessed through:   1. Verbal questioning 2. Project 3. Observation 4. Third party report 5. Interview 6. Written test |
| 1. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# COORDINATE REGIONAL AND INTERNATIONAL COOPERATION

**UNIT CODE:**BUS/OS/PA/CR/8/6/A

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  These describe the key  outcomes which make up  workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements which specify the requiredlevel of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Implement Kenya’s foreign policy | 1. Problem identification and agenda setting is carried out as per SOPs 2. Foregn public policy is formulated and adopted based on the problem identification 3. Work plan is prepared as per SOPs 4. Budget is prepared as per the work plan 5. Monitoring and evaluation are done as per SOPs |
| 1. Co-ordinate diplomatic relations activities | 1. Diplomacy in regional and international cooperation is identified as per SOPs 2. 2.2Functions of diplomatic missions are identified as per SOPs 3. ***Classification of diplomatic missions*** is carried out as per the Intenational Relations Charter 4. Priveleges and immunities of diplomatic staff are identified as per the Charter 5. Conventional methods of relating with diplomatic staff are formulated and implemented as per SOPs 6. United Nations Charter is implemented as per SOPs |
| 1. Co-ordinate regional integration | 1. ***Levels of integration*** are identified as per SOP 2. Local regional blocs are identified as per trading activities 3. ***Major regional groupings*** are identified as per Trities 4. Trade protectionism policies are formulated and implemented in line with the intergration bloc 5. Trends in international trade are monitored and evaluated as per the trade restrictions 6. Reports are prepared and shared as per SOPs |
| 1. Co-ordinate multi-lateral and international organizations activities | 1. ***Types of multi lateral*** and international organisations are identified as per SOPs 2. Objectives and functions of multi lateral and international organisations are identified as per SOPs and legal requirements 3. Partnerships and linkages are established and strengthened as per SOPs 4. ***Emerging trends*** within multi lateral and internation organisations are monitored and evaluated as per SOPs 5. Reports are prepared and shared as per SOPs |
| 1. Carry out trans-border management | 1. Trans border cooperation is established and strengthened as per SOPs 2. Trans border conflict is identified and resolved as per United Nations Conventions 3. Refugee management is carried out as per United Nations Charter 4. Cross border development and resource sharing is carried out as per the ***intergration bloc*** 5. Border security management is done as per the existing threats 6. Border trade management is carried out as per economic intergration |

**RANGE**

This section provides work environments and conditions to which the performance criteria

apply. It allows for different work environments and situations that will affect performance.

| **Variable** | **Range** |
| --- | --- |
| 1. Classification of diplomatic missions may include but is not limited to: | * Embassy * High Commission * Permanent Mission * Consulate General * Consulate * Consulate Headed by HonoraryConsul |
| 1. Levels of integration may include but is not limited to: | * Free Trade Area * Customs Union * Common Market * Economic Union * Political Federation |
| 1. Major regional groupings may include but is not limited to: | * AU * EAC * IGAD * COMESA * SADC * SACU * ECOWAS * UEMOA * ECCAS |
| 1. Types of muilti lateral and International organizations may include but is not limited to: | * UN and its agencies * IMF * World Bank * African Caribbean and Pacific * Group of 8(G8) * Group of 77 and china * World Trade Organization |
| 1. Emerging trends may include but is not limited to: | * Drugs * Terrorism * Cyber crime * Porous borders |
| 1. Intergration bloc may include but is not limited to: | * Free Trade Area * Customs Union * Common Market * Economic Union * Political Federation |

**REQUIRED KNOWLEDGE AND SKILLS**

**Required knowledge**

The individual needs to demonstrate knowledge of:

* International Relations Laws
* Diplomatic Missions
* Multi lateral Organisations
* International Organisations
* Commission for Refugees
* Intergration Blocs
* Classification of diplomatic missions

**Required Skills**

The individual needs to demonstrate the following foundation skills:

* Decision making;
* Multitasking;
* Communications (verbal and written);
* Proficient in ICT;
* Time management;
* Problem solving;
* Planning
* Report writing;
* Record keepin

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency. | Assessment requires evidence that the candidate:   1. Formulated and implemented foregn public policy 2. Prepared a work plan 3. Prepared a budget 4. Carried out monitoring and evaluation 5. Identifed Importance of diplomacy in regional and international cooperation 6. Highlighted Functions of diplomatic missions 7. Carrried out classification of diplomatic missions 8. Identified privileges and immunities of diplomatic staff a 9. Formulated and implemented conventional ways of dealing with diplomatic staff   1.10Implemented Nations Charter  1.11Identified levels of intergration  1.12Identified major regional gropings  1.13Formulated and implemented trade protectionism policies   * 1. Monitored and evaluated trends in international trade   2. Prepared and shared reports   3. identified types of mult lateral and international organisations   4. Identified objectives and functions of multi-lateral and international organisations   5. Established and strengthened partnerships and linkages   6. Monitored and evaluated emerging trends within multi-lateral and international organisations   7. Established and strengthened trans border cooperation   8. Identified and resolved Trans border conflict   9. Carried out refugee management   10. Carried cross border development and resource sharing i   11. Carried out border security management   12. Carried out border trade management |
| 1. Resource Implications | The following resources must be provided:   1. Fully equipped simulated office 2. Stationery 3. Transport means 4. Legal instruments 5. Communication equipment 6. Information gathering tools 7. Security equipment |
| 1. Methods of Assessment | Competency may be assessed through:  3.1 Observation  3.2 Verbal  3.3 Written |
| 1. Context of Assessment. | Competency may be assessed:   1. On-the-job 2. Off-the –job 3. During Industrial attachment |
| 1. Guidance information for assessment. | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |