****

**THE REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**KENYAN SIGN LANGUAGE**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**Council Secretary/CEO**

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

**P.O. Box 15745–00100**

**Nairobi, Kenya**

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

# 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 and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 14 of 2012).

A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for developing a competency-based curriculum for Sign language. 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 Special Education 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 the Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Sign Language Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for sign language. These standards will be the basis for development of competency-based curriculum for sign language.

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, sign language 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 sign language 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.

My gratitude also goes to the Ministry of Industrialization and the industry experts who cooperated with TVET CDACC in the development of these Standards.

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

**CHAIRPERSON**

**SIGN LANGUAGE SECTOR SKILLS ADVISORY COMMITTEE**

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# **ABBREAVIATIONS AND ACRONYMS**

BC Basic Unit of Competency

CBET Competency Based Education and Training

CDACC Curriculum Development Assessment and Certification Council

CR Core Unit of Competency

NEMA National Environmental Management Authority

OS Occupational Standards

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SOP Standard Operating Procedures

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

KSL Kenyan Sign Language

SE Sign English

ASL American Sign Language

SEE Signed exact English

OSHS Occupation Safety and Health Standards

SPE Special Education

# KEY TO UNIT CODE

 **SPE/OS/KSL/BC/01/5/A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Version Control

# OVERVIEW

The Kenyan Sign Language qualification consists of competencies that an individual must achieve to enable him/ her be certified as a Sign Language Interpreter. These competencies include: Demonstrate: skills of finger spelling using manual alphabets, numbers in sign language, nouns, pronouns and verbs, time and communications terminologies, connecting and related words, educational terms, directionality in sign language family, tribes, religion and related words, body parts, clothing and colors in sign language, food and related words, people and occupations, business and related words. Emotions, health, hygiene and mental processes terminologies, sports and recreation terminologies, towns, country, politics, legal and government terminologies, animals, nature and environment**,** quality and quantity terms, HIV /AIDS and related terms in sign language, alcohol, drugs and substance abuse terms, art ,craft, science and technology terms, integrity ethics, and justice terms, social functions terms, wildlife and tourism terms, agriculture and related terms, agriculture and related terms, conflict resolutions terms, beauty and fashion terms in sign language, promote use of sign language professional/ technical term**,** form and apply sign language sentences and demonstrate sign language interpretation skills.

**BASIC UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **UNIT OF COMPETENCY CODE**  | **UNIT OF COMPETENCY TITLE**  |
| SPE/OS/KSL/BC/01/4/A | Demonstrate Communication Skills |
| SPE/OS/KSL/BC/02/4/A | Demonstrate Numeracy Skills |
| SPE/OS/KSL/BC/03/4/A | Demonstrate Digital Literacy |
| SPE/OS/KSL/BC/04/4/A | Demonstrate Entrepreneurial Skills |
| SPE/OS/KSL/BC/05/4/A | Demonstrate Employability Skills |
| SPE/OS/KSL/BC/06/4/A | Demonstrate Environmental Literacy  |
| SPE/OS/KSL/BC/07/4/A | Demonstrate Occupational Safety and Health Practices  |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **UNIT OF COMPETENCY CODE**  | **UNIT OF COMPETENCY TITLE**  |
| SPE/OS/KSL/CR/01/4/A | Communicate in Kenyan Sign Language  |

# BASIC UNITS OF COMPETENCY

#

**DEMONSTRATE COMMUNICATION SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Active listening
* Interpretation
* Negotiation
* Writing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate: 1. Dealt with a range of communication/information at one time
2. Made constructive contributions in workplace issues
3. Sought workplace issues effectively
4. Responded to workplace issues promptly
5. Presented information clearly and effectively in written form
6. Used appropriate sources of information
7. Asked appropriate questions
8. Provided accurate information
 |
| 1. Resource Implications
 | 1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | 1. Third-party reports
2. Portfolio
3. Interview
4. Written tests
5. Observation
6. Oral questioning
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE NUMERACY SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | 1. Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures.
2. Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs
3. Required numerical information located and decision made on appropriate method to solve a problem as per SOPs
4. Limited range of calculations performed using the four operations using SOPs
5. Links between operations described as per SOPs
6. Estimations made to check reasonableness of results of problem-solving process as SOPs
7. Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures
 |
| 1. Identify, measure and estimate familiar quantities for work
 | 1. Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures.
2. Familiar units of measurement needed for tasks is identified as per measurements manuals/charts
3. Familiar and simple amounts estimated as per workplace procedures.
4. Appropriate measuring equipment selected as per SOPs
5. ***Simple measuring equipment*** graduated in familiar units to measure relevant quantities is used as per graduation manuals.
6. Calculation done using familiar units of measurement as per SOPs
7. Measurements and results checked against estimates as per job specifications.
8. Results are recorded or reported as per workplace procedures
9. Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures.
 |
| 1. Read and use familiar maps, plans and diagrams for work
 | 1. Items and places are in familiar maps, plans and diagrams as per SOPs
2. Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs
3. Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs
4. Instructions to locate familiar objects or places are given and followed as per SOPs
5. Informal and some formal oral mathematical language and symbols are used as per SOPs
 |
| 1. Identify and describe common 2D and some 3D shapes for work
 | 1. ***Common 2D shapes and some common 3D shapes*** in familiar situations are identified and named as per job requirements
2. Common 2D shapes and designs are compared and classified as per SOPs
3. Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures.
4. Simple items used to draw or construct common 2D shapes as per workplace procedures.
5. Common 3D shapes matched to their 2D sketches or nets as per SOPs
 |
| 1. Construct simple tables and graphs for work using familiar data
 | 1. Common types of graphs are identified and named as per SOPs
2. Familiar data to be collected is determined in accordance with job specifications.
3. A method to collect data is selected in accordance with workplace procedures.
4. A small amount of simple familiar data is collected as per workplace procedures
5. One or two variables determined from the data collected as per SOPs.
6. Data ordered and collated as per standard operating procedures.
7. A table is constructed and data entered as per SOPs
8. Graphs are constructed using data from table as per job specifications
9. Results are promptly checked as per workplace procedures
10. Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures
 |
| 1. Identify and interpret information in familiar tables, graphs and charts for work
 | 1. Simple tables are identified in familiar texts and contexts in accordance with workplace procedures
2. Title, headings, rows and columns located in familiar tables as per SOPs
3. Information and data in simple tables identified and interpreted as per workplace procedures.
4. Information is related in accordance with workplace tasks
5. Familiar graphs and charts are identified in familiar texts and contexts as per SOPs
6. Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs
7. Information and data in familiar graphs and charts are identified and interpreted as per job requirements
8. Information is related to relevant workplace tasks as per job requirements.
 |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Simple measuring equipment may include but not limited to:
 | * Rulers
* Watches/clocks
* Scales
* Thermometers
* AVO meter
 |
| 1. Common 2D shapes and common 3D shapes may include but not limited to:
 | * Round
* Square
* Rectangular
* Triangle
* Sphere
* Cylinder
* Cube
* Polygons
* Cuboids
 |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate:* 1. Simple fractions, decimals and percentages are correctly identified and interpreted
	2. Performed a limited range of calculations using the 4 operations
	3. Performed calculations using familiar units of measurement
	4. Recognised common symbols and keys in familiar maps, plans and diagrams
	5. Constructed simple tables and graphs using familiar data
	6. Identified and interpret information in familiar tables, graphs and charts
 |
| 1. Resource Implications
 | 1. Access to relevant workplace where assessment can take place
2. Appropriately simulated environment where assessment can take place
3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | Competency may be assessed through:1. Written Test
2. Interview
3. Oral Questioning
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE DIGITAL LITERACY**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Identify computer software and hardware
 | * 1. ***Appropriate computer software*** is identified according to manufacturer’s specification
	2. ***Appropriate computer hardware*** is identified according to manufacturer’s specification
 |
| 1. Apply security measures to data, hardware, software
 | * 1. ***Data security and privacy are classified*** in accordance with the technological situation
	2. ***Security and control measures*** are applied in accordance with laws governing protection of ICT
	3. Computer threats and crimes are detected as per information security management guidelines.
	4. Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
 |
| 1. Apply computer software in solving tasks
 | * 1. Basic word processing concepts are applied in resolving workplace tasks
	2. Word processing utilities are applied in accordance with workplace procedures
	3. Data is manipulated on worksheet in accordance with office procedures
 |
| 1. Apply internet and email in communication at workplace
 | * 1. Electronic mail is applied in workplace communication in accordance with office procedures
	2. Office internet functions are defined and executed in accordance with office procedures
	3. Network configuration and uses are determined in accordance with office operations procedures
 |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Analytical
* Interpretation
* Typing
* Communication
* Computing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Input and output devices
* Central processing Unit (CPU)
* Peripherals
* Storage Media
* Software concept
* Types of concept
* Function of computer software
* Data security and privacy
* Security threats and control measures
* Computer crimes
* Detection and protection of computer crimes
* Laws governing protection of ICT
* Word processing;
* Functions and concepts of word processing.
* Documents and tables creation and manipulations
* Mail merging
* Word processing utilities
* Spread sheet;
* Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
* Networking and Internet;
* Meaning, functions and uses of networking and internet.
* Electronic mail and world wide web
* Emerging trends and issues in ICT;
* Identify and apply emerging trends and issues in ICT
* Challenges posed by emerging trends and issues

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency
 | Assessment requires evidence that the candidate:* 1. Identified input, output, CPU and storage media devices of computers in accordance to computer specification
	2. Identified concepts, types and functions of computer software according to operation manual
	3. Identified and controlled security threats
	4. Detected and protected computer crimes
	5. Applied word processing in office tasks
	6. Prepared work sheet and applied data to the cells in accordance to workplace procedures
	7. Used Electronic Mail for office communication as per workplace procedure
	8. Applied internet and World Wide Web for office tasks in accordance with office procedures
	9. Applied laws governing protection of ICT
 |
| 1. Resource Implications
 | * 1. Access to relevant workplace where assessment can take place
	2. Appropriately simulated environment where assessment can take place
	3. Materials relevant to the proposed activity or tasks
 |
| 1. Methods of Assessment
 | Competency may be assessed through:* 1. Written tests
	2. Practical assignment
	3. Interview
	4. Oral Questioning
	5. Observation
 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE ENTREPRENEURIAL SKILLS**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Marketing
* Advertising
* Basic bookkeeping
* Accounting
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Generation and evaluation of business ideas
* Legal requirements for starting a small business
* SWOT/ PESTEL analysis
* Occupational Safety and Health
* Public relations concepts
* Business plan
* Business financing
* Marketing strategies
* Business management and control
* Production/ operation process
* Product promotion strategies
* Market and feasibility studies
* Business ethics
* Building customer relations
* Business models and strategies
* Types and categories of businesses
* Business internal controls
* Relevant national and local legislation and regulations
* Basic quality control and assurance concepts
* Building relations with customer and employees
* Building competitive advantage of the enterprise
* Business growth strategies

**EVIDENCE GUIDE**

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

|  |  |  |
| --- | --- | --- |
| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate:

|  |
| --- |
| 1. Demonstrated entrepreneurial skills
2. Demonstrate competencies to create a small-scale business
3. Demonstrated ability to conceptualize and plan a micro/small business
4. Grew customer base for the small-scale business
5. Demonstrated ability to manage/operate a micro/small-scale business
6. Demonstrated competencies to grow a micro/small-scale business
 |

 |
| 1. Resource Implications
 |

|  |
| --- |
| The following resources should be provided:  |

1. Assessment location
2. Case studies on micro/small-scale enterprises
3. Assessment materials
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through:

|  |  |
| --- | --- |
| 1. Written tests
2. Observation
3. Oral questioning
4. Portfolio
5. Projects
 |  |

 |
| 1. Context of Assessment
 | Competency may be assessed 1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE EMPLOYABILITY SKILLS**

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

**UNIT DESCRIPTON**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms are elaborated in the Range*** |
| 1. Conduct self-management
 | 1. Personal vision, mission and goals are formulated based on potential and in relation to organization objectives
2. Emotional intelligence is demonstrated as per workplace requirements.
3. Individual performance is evaluated and monitored according to the agreed targets.
4. Assertiveness is developed and maintained based on the requirements of the job.
5. Accountability and responsibility for own actions are demonstrated based on workplace instructions.
6. Self-esteem and a positive self-image are developed and maintained based on values.
7. Time management, attendance and punctuality are observed as per the organization policy.
8. Goals are managed as per the organization’s objective
9. Self-strengths and weaknesses are identified based on personal objectives
 |
| 1. Demonstrate critical safe work habits
 | 1. Stress is managed in accordance with workplace policy.
2. Punctuality and time consciousness is demonstrated in line with workplace policy.
3. Personal objectives are integrated with organization goals based on organization’s strategic plan.
4. ***Resources*** are utilized in accordance with workplace policy.
5. Work priorities are set in accordance to workplace goals and objectives.
6. Leisure time is recognized and utilized in line with personal objectives.
7. ***Drugs and substances of abuse*** are identified and avoided based on workplace policy.
8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.
9. Safety consciousness is demonstrated in the workplace based on organization safety policy.
10. ***Emerging issues*** are identified and dealt with in accordance with organization policy.
 |
| 1. Demonstrate workplace learning
 | * 1. Learning opportunities are sought and managed based on job requirement and organization policy.
	2. Improvement in performance is demonstrated based on courses attended.
	3. Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job
	4. Time and effort is invested in learning new skills based on job requirements
	5. Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.
	6. New systems are developed and maintained in accordance with the requirements of the job.
	7. Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job.
 |
| 1. Demonstrate workplace ethics
 | 1. Policies and guidelines are observed as per the workplace requirements
2. Self-worth and professionalism is exercised in line with personal goals and organizational policies
3. Code of conduct is observed as per the workplace requirements
4. Integrity is demonstrated as per legal requirement
 |

**RANGE**

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

|  |  |
| --- | --- |
| **Range** | **Variable** |
| 1. Personal objectives may include but not limited to:
 | * Long term
* Short term
* Broad
* Specific
 |
| 1. Feedback may include but not limited to:
 | * Verbal
* Written
* Informal
* Formal
 |
| 1. Team may include but not limited to:
 | * Small work group
* Staff in a section/department
* Inter-agency group
 |
| 1. Drug and substance abuse may include but not limited to:
 | * Alcohol
* Tobacco
* Miraa
* Over-the-counter drugs
* Cocaine
* Bhang
* Glue
 |
| 1. Emerging issues may include but not limited to:
 | * Terrorism
* Social media
* National cohesion
* Open offices
 |
| 1. Range of media for learning may include but not limited to:
 | * Mentoring
* peer support and networking
* IT and courses
 |
| 1. Innovation may include but not limited to:
 | * New ideas
* Original ideas
* Different ideas
* Methods/procedures
* Processes
* New tools
 |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

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

**DEMONSTRATE ENVIRONMENTAL LITERACY**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Control environmental hazard
 | * 1. Storage methods for environmentally hazardous materials are followed according to environmental regulations and OSHS.
	2. Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS.
	3. ***PPE*** is used according to OSHS.
 |
| 1. Control environmental pollution
 | * 1. ***Environmental pollution*** ***control measures*** are compiled following standard protocol.
	2. Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999
	3. Methods for minimizing noise pollution complied following environmental regulations.
 |
| 1. Demonstrate sustainable use of resource s
 | * 1. Methods for minimizing wastage are complied with.
	2. ***Waste management procedures*** are employed following principles of 3Rs (Reduce, Reuse, Recycle)
	3. Methods for economizing or reducing resource consumption are practiced.
 |
| 1. Evaluate current practices in relation to resource usage
 | * 1. Information on resource efficiency ***systems and procedures*** are collected and provided as per work groups/sector
	2. ***Current resource usage*** is measured and recorded as per work group/sector
	3. Current purchasing strategies are analyzed and recorded according to industry procedures.
	4. Current work processes to access information and data is analyzed following enterprise protocol.
 |
| 1. 5. Identify environmental legislations/conventions for environmental concerns
 | 1. Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact
2. Industrial standard/environmental practices are described according to the different environmental concerns
 |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency
 | Assessment requires evidence that the candidate:1. Controlled environmental hazards
2. Controlled environmental pollution
3. Demonstrated sustainable resource use
4. Evaluated current practices in relation to resource usage
 |
| 1. Resource Implications
 | The following resources should be provided:* 1. Workplace with storage facilities
	2. Tools, materials and equipment relevant to the tasks (e.g. cleaning tools, cleaning materials, trash bags, etc.)
	3. PPEs
	4. Manuals and references
	5. Legislation, policies, procedures, protocols and local ordinances relating to environmental protection
	6. Case studies/scenarios relating to environmental Protection
 |
| 1. Methods of Assessment
 | Competency in this unit may be assessed through:1. Observation
2. Oral questioning
3. Written tests
4. Third party reports
5. Portfolio
 |
| 1. Context of Assessment
 | Competency may be assessed1. On the job
2. Off the job
3. During industrial attachment
 |
| 1. Guidance information for assessment
 | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES**

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

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**These describe the key outcomes which make up workplace function. | **PERFORMANCE CRITERIA**These are assessable statements which specify the required level of performance for each of the elements.***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | 1. Arrangement of work area and items in accordance with workplace procedures requirements
2. Work standards and procedures are followed based on instructions
3. ***Prevention and control measures*** are applied based on instructions
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | 1. Orientations on ***OSH requirements and regulations*** is undertaken in line with policy.
2. Feedback on occupational health and safety are provided as per workplace instructions.
3. Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy.
4. ***OSH-related training needs*** are identified and proposed as per workplace policy.
 |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Prevention and control measures may include but are not limited to:
 | * Eliminate the hazard
* Isolate the hazard
* Substitute the hazard with a safer alternative
* Use administrative controls to reduce the risk
* Use engineering controls to reduce the risk
* Use personal protective equipment
* Safety, Health and Work Environment Evaluation
* Periodic and/or special medical examinations of workers
 |
| 1. Safety gears /PPE (Personal Protective Equipment’s) may include but are not limited to:
 | * Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest
 |
| 1. Incidents and emergencies may include but are not limited to:
 | * Chemical spills
* Equipment/vehicle accidents
* Explosion
* Fire
* Gas leak
* Injury to personnel
* Structural collapse
* Toxic and/or flammable vapors emission.
 |
| 1. OSH requirements / regulations may include but are not limited to:
 | * Building code
* Permit to Operate
 |
| 1. OSH-related trainings may include but are not limited to:
 | * Safety Orientations relevant to tasks
* Safe and Correct Operation of Tools and Equipment
* Health Orientations/trainings
* Prevention and Control of OSH Hazards in the workplace
* Chemical Handling
* Safety Trainings
* Prevention and Control of Work-related Injuries and Illness
* Basic First-aid Trainings
* Emergency Response Trainings
* Trainings on use of fire-extinguisher
 |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

# CORE UNIT OF COMPETENCY

# COMMUNICATE IN KENYAN SIGN LANGUAGE

**UNIT CODE:** SPE/OS/KSL/CR/01/4/A

**UNIT DESCRIPTION**

This unit covers the competencies required to communicate in Kenyan Sign Language. It involves demonstrating skills of: finger spelling using manual alphabets, numbers in sign language, nouns, pronouns and verbs, time and communications terminologies, connecting and related words, educational terms, directionality in sign language family, tribes, religion and related words, body parts, clothing and colors in sign language, food and related words, people and occupations, business and related words. Emotions, health, hygiene and mental processes terminologies, sports and recreation terminologies, towns, country, politics, legal and government terminologies, animals, nature and environment**,** quality and quantity terms, HIV/AIDS and related terms in sign language, alcohol, drugs and substance abuse terms, art ,craft, science and technology terms, integrity ethics, and justice terms, social functions terms, wildlife and tourism terms, agriculture and related terms, agriculture and related terms, conflict resolutions terms, beauty and fashion terms in sign language, promote use of sign language professional and technical term**,** form and apply sign language sentences and interpretation skill and related words in sign language.

**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 skills of finger spelling using manual alphabets and numbers
 | * 1. Alphabets are signed based on Kenyan Sign Language (KSL) rules
	2. Alphabets are combined to form words as per Kenyan Sign Language (KSL) rules
	3. Finger are used to finger-spell in accordance with Kenyan Sign Language rules
	4. Numbers are signed based on Kenyan Sign Language (KSL) rules
 |
| 1. Demonstrate numbers in Sign Language
 | * 1. Type of numbers are identified as per SOPs
	2. Numbers are signed based on KSL rules
 |
| 1. Demonstrate Nouns, Pronouns, Verbs and Adjectives in Sign Language
 | * 1. Nouns are identified based on SOPs
	2. Nouns are signed based on Kenyan sign language (KSL) rules
	3. Pronouns are identified as per SOPs
	4. Pronouns are signed based on Kenyan Sign Language (KSL) rules
	5. Verbs are identified as per SOPs
	6. Verbs are signed based on Kenyan Sign Language (KSL) rules
	7. Adjectives are identified as per SOPs
	8. Adjectives are signed based on KSL rules.
 |
| 1. Demonstrate time, transport and communication terminologies in Sign Language
 | * 1. Time terms are identified as per SOPs
	2. Time terminologies are signed based on Kenyan Sign Language (KSL) rules
	3. Transport terms are identified as per the SOPs
	4. Transport and related terms are signed based on KSL rules
	5. Communication terms are identified as per SOPs
	6. ***Communication terminologies*** are signed based on Kenyan Sign Language (KSL) rules
 |
| 1. Apply connecting and related words in Sign Language
 | * 1. Connecting terms (Adjectives) are identified as per SOPs
	2. Connecting words signed based on Kenyan Sign Language (KSL) rules
	3. Words related to connecting words are identified as per SOPs
	4. Words related to connecting words are signed based on KSL rules
 |
| 1. Demonstrate Educational terms in Sign Language
 | * 1. Educational terms are identified as per SOPs
	2. Educational terms are signed based on KSL rules
 |
| 1. Demonstrate directionality in Sign Language
 | * 1. Directions and related terms are identified as per SOPs
	2. Directions and related terms are signed based on KSL rules
 |
| 1. Demonstrate family, tribes, religion and related words in Sign Language
 | * 1. Terms related to family are identified as per the SOPs
	2. Family and related terms are signed based on KSL rules
	3. Different tribes and related terms are identified and signed based on KSL rules
	4. Types of religions and related word are identified as per the SOPs
	5. Terms related to religion and related word are signed based on KSL rules,
 |
| 1. Demonstrate body parts, colors, clothing and related words in Sign Language
 | * 1. Body parts are identified as per SOPs
	2. Body parts are signed based on KSL rules
	3. Types of clothes and related words are identified as per SOPs
	4. Types of clothes and related words are signed based on KSL rule
	5. Types of colors are identified as per SOPs
	6. Type of colors are signed based on KSL rules
 |
| 1. Demonstrate food,beverages,nutrition and related words in Sign Language
 | * 1. Type of foods are identified as per different cultures
	2. Type of foods are signed based on KSL rules
	3. Words related to foods are identified as per SOPs
	4. Words related to foods are signed based on KSL rules
 |
| 1. Demonstrate people and occupations, business and related words in Sign Language
 | * 1. People and their occupations are identified based on different occupations
	2. People, occupations and related terms are signed based on KSL rules
	3. Business and related terms are identified as per SOPs
	4. Business and related terms are signed based on KSL rules
 |
| 1. Demonstrate emotions, health, hygiene and mental processes terminologies in Sign Language
 | * 1. Emotional terms are identified as per SOPs
	2. Emotional terms are signed based on KSL
	3. Health and mental terminologies are identified as per SOPs
	4. Health and mental terminologies are signed based on KSL rules
	5. Hygiene and related terminologies are identified as per the SOPs
	6. Hygiene and related terminologies are signed based on KSL rules
 |
| 1. Demonstrate sports and recreation terminologies in Sign Language
 | * 1. Terms related to sports and recreations are identified as per SOPs
	2. Terms related to sports and recreations are signed based on KSL rules
 |
| 1. Demonstrate Towns, Country, Politics, Legal and Government terminologies in Sign Language
 | * 1. Name of Towns are identified as per SOPs
	2. Names of Towns are signed based on KSL rules
	3. Terms associated with politics and government are identified as per SOPs
	4. Terms associated with politics and government are signed based on KSL rules
	5. Terms associated with Law are identified as per the SOPs
	6. Terms associated with law are signed based on KSL rules
 |
| 1. Demonstrate animals, nature and environment in sign language
 | * 1. ***Animals*** are identified as per SOPs
	2. Animals are signed based on KSL rules
	3. Terms associated with nature are identified and signed based on KSL rules
	4. Terms associated with environment are identified as per the SOPS
	5. Terms associated with environment are signed based on KSL rules
 |
| 1. Demonstrate quality and quantity terms in Sign Language
 | * 1. Terms associated with quality are identified as per SOPs
	2. Terms associated with quality are signed based on KSL rules
	3. Terms associated with quantity are identified as per the SOPs
	4. Terms associated with quantity are signed based on KSL rules
 |
| 1. Demonstrate HIV/AIDS and related terms in Sign Language
 | * 1. Terms associated with HIV/AIDS are identified as per the SOPs
	2. Terms associated with HIV/AIDS are signed based on KSL rules
 |
| 1. Demonstrate alcohol, drugs and substance abuse terms in Sign Language
 | * 1. Terms associated with alcohol are identified as per the SOPs
	2. Terms associated with alcohol are signed based on KSL rules
	3. Terms associated with drugs and substances are identified as per the SOPs
	4. Terms associated with drugs and substances are signed based on KSL rules
 |
| 1. Demonstrate art, craft, science and technology terms in Sign Language
 | * 1. Terms associated with art and craft are identified as per the SOPs
	2. Terms associated with art and craft are signed based on KSL rules
	3. Terms associated with science and technology are identified as per the SOPs
	4. Terms associated with science and technology are signed based on KSL rules.
 |
| 1. Demonstrate integrity ethics, and justice terms in Sign Language
 | * 1. Terms associated with integrity are identified as per the SOPs
	2. Terms associated with integrity are signed based on KSL rule
	3. Terms associated with ethics are identified as per the SOPs
	4. Terms associated with ethics are signed based on KSL rules
	5. Terms associated with justice are identified as per the SOPs
	6. Terms associated with justice are signed based on KSL rules
 |
| 1. Demonstrate social functions terms in Sign Language
 | * 1. Terms associated with ***social functions*** are identified as per SOPs
	2. Terms associated with social functions are signed based on KSL rules
	3. Simple sentences are constructed as per the KSL rules
 |
| 1. Demonstrate wildlife and tourism terms in Sign Language
 | * 1. Terms associated with wildlife are identified as per SOPs
	2. Terms associated with wildlife are signed based on KSL rules
	3. Terms associated with tourism are identified as per SOPs
	4. Terms associated with tourism are signed based on KSL rules
 |
| 1. Demonstrate agriculture and related terms in Sign Language
 | * 1. Terms associated with agriculture are identified as per the SOPs
	2. Terms associated with agriculture are signed based on KSL rules
 |
| 1. Demonstrate conflict resolutions terms in Sign Language
 | * 1. Terms associated with conflicts resolutions are identified as per the SOPs
	2. Terms associated with conflicts resolutions are signed based on KSL rules
 |
| 1. Demonstrate beauty and fashion terms in Sign Language
 | * 1. Terms associated with beauty are identified as per the SOPs
	2. Terms associated with beauty are signed based on KSL rules
	3. Terms associated with fashion are identified as per SOPs
	4. Terms associated with fashion are signed based on KSL rules.
 |
| 1. Promote use of Sign Language professional/ technical terms
 | * 1. Professional terms are identified as per SOPs
	2. Professional terms are signed based on KSL rules
	3. Technical terms are identified as per SOPs
	4. Technical terms are signed based on KSL rules
	5. Professional and technical terms are created as per common practice
 |
| 1. Form and apply Sign Language sentences
 | * 1. Signed English sentences are formed as per SOPs
	2. Exact English sentences are converted as per Kenya Sign Language
	3. Signed sentences as per Kenyan Sign Language
	4. Essays are formed in Kenyan sign language based on SOPs
	5. Formed essays are signed based on Kenyan sign language
 |
| 1. Demonstrate Sign Language interpretation skills
 | * 1. Elements of interpretation are identified based on KSL and Kenyan deaf culture
	2. Identified elements are applied in interpretation based on KSL and Kenyan deaf culture
	3. Communication is interpreted from verbal to nonverbal as per KSL rules
	4. Communication is interpreted from non-verbal to verbal as per relevant language
 |

**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 terminologies may include but not limited to:
 | * Verbal
* Non verbal
* Total
* Miming
* Repetition
* Facial expression
* Audio
* visual
 |
| 1. Social functions may include but not limited to:
 | * Wedding
* Funeral
* Dancing
* Circumcision
 |
| 1. Animals may include but not limited to:
 | * Wild
* Domestic
* Aquatic
* Cold blood
* Bird
 |

**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
* Inter-personal
* Active listening
* Finger spelling
* Signing skills
* Critical thinking
* Lip reading
* Miming
* Time management
* Record keeping
* Facial expression
* Body language
* Language use
* Speech production
* Planning
* Interpretation
* Facial expression
* Judgment
* Receptive
* Expressive
* Decision making
* Analytical
* ICT
* Interpretation
* Time management

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Kenyan Sign Language regulatory requirements
* Sign language rules
* Manual alphabet
* Numbers
* Pronouns
* Family and related words
* Deaf culture
* Communication
* Body parts
* Colors
* Tribes
* Verbs
* Food and related words
* Connecting and related words
* Directionality
* Nouns
* Religion
* Animals
* Business and related terms
* People and occupation
* Sport and recreations
* Emotions
* Mental processes
* Health
* Clothing
* Quality
* Quantity
* Towns and countries
* Politics and government
* Nature and environment
* Educational terms
* Transport
* Interpretation

**EVIDENCE GUIDE**

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

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| 1. Critical aspects of Competency
 | Assessment requires evidence that the candidate: 1. Demonstrated ability to finger spell using manual alphabets
2. Demonstrated knowledge of signs of vocabularies
3. Demonstrated ability to form sentences in sign language
4. Demonstrated ability to interpret verbal to non-verbal and vice versa
 |
| 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/Demonstration with Oral Questioning
2. Written Examination
 |
| 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. |