

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**SOCIAL WORKER**

**LEVEL 3**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2019

©2019, TVET CDACC

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

**Council Secretary/CEO**

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

**P.O. Box 15745–00100**

**Nairobi, Kenya**

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

# FOREWORD

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Social Work Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Social Work level 3. These standards will be the bases for development of a competency-based curriculum for Social Work and Community Development level 3. These Standards will also be the bases for assessment of an individual for competence certification.

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, Social Work 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 sincerely 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 the Social Work Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

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

**CHAIRPERSON**

**SOCIAL WORK SECTOR SKILLS ADVISORY COMMITTEE**

# TABLE OF CONTENTS

[FOREWORD iii](#_Toc75180832)

[PREFACE iv](#_Toc75180833)

[ACKNOWLEDGMENT v](#_Toc75180834)

[TABLE OF CONTENTS vi](#_Toc75180835)

[ABBREVIATIONS AND ACRONYMS vii](#_Toc75180836)

[KEY TO UNIT CODE viii](#_Toc75180837)

[BASIC UNITS OF COMPETENCY 1](#_Toc75180838)

[DEMONSTRATE COMMUNICATION SKILLS 2](#_Toc75180839)

[DEMONSTRATE NUMERACY SKILLS 6](#_Toc75180840)

[DEMONSTRATE DIGITAL LITERACY 11](#_Toc75180841)

[DEMONSTRATE ENTREPRENEURIAL SKILLS 16](#_Toc75180842)

[DEMONSTRATE EMPLOYABILITY SKILLS 21](#_Toc75180843)

[DEMONSTRATE ENVIRONMENTAL LITERACY 26](#_Toc75180844)

[DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES 30](#_Toc75180845)

[CORE UNITS OF COMPETENCY 34](#_Toc75180846)

[MANAGE PROJECT RESOURCES 35](#_Toc75180847)

[CARRY OUT COMMUNITY AWARENESS ACTIVITIES 39](#_Toc75180848)

[PERFORM HOME BASED CARE AND CHILD WELFARE SUPPORT 45](#_Toc75180849)

[MANAGE COMMUNITY-BASED GROUPS 50](#_Toc75180850)

# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CC Core Competency

CDACC Curriculum Development Assessment and Certification Council

CO Common Units

CU Curriculum

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**COD/OS/SW/ BC/ /01/ 3/ A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

**OVERVIEW**

Social work and Community Development Level 3 qualification consists of competencies that a person must achieve to work as a social worker. It involves managing project resources, carrying out community awareness activities, performing home-based care and child welfare support and manage community-based groups.

This course consists of basic, core competencies as indicated below:

**Basic Units of competency**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| COD/OS/SW/BC/01/3/A | Demonstrate Communication skills |
| COD/OS/SW/BC/02/3/A | Demonstrate Numeracy skills |
| COD/OS/SW/BC/03/3/A | Demonstrate Digital literacy |
| COD/OS/SW/BC/04/3/A | Demonstrate understanding of Entrepreneurship |
| COD/OS/SW/BC/05/3/A | Demonstrate Employability skills |
| COD/OS/SW/BC/06/3/A | Demonstrate Environmental literacy |
| COD/OS/SW/BC/07/3/A | Demonstrate Occupational safety and health practices |

**CORE UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Title** |
| COD/OS/SW/CR/01/3/A | Manage Project Resources |
| COD/OS/SW/CR/02/3/A | Carry Out Community Awareness Activities |
| COD/OS/SW/CR/03/3/A | Perform Home-Based Care And Child Welfare Support |
| COD/OS/SW/CR/04/3/A | Manage Community-Based Groups |

# BASIC UNITS OF COMPETENCY

# DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** COD/OS/SW/BC/01/3/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate communication skills. It involves obtaining and conveying workplace information, speaking English at a basic operational level, participating in workplace meetings and discussions, and completing relevant work-related documents.

**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 7. Personal interaction is carried out clearly and concisely according to workplace requirements |
| 1. Speak English at a basic operational level | * 1. Participation in simple conversations with work colleagues is undertaken based on familiar topics   2. Simple verbal instructions and requests are responded to according to workplace guidelines   3. ***Routine procedures*** are provided in accordance with workplace policy   4. Likes, dislikes and preferences are expressed based on individual preference   5. Different forms of expression in English are identified in line with workplace requirements |
| 1. Participate in workplace meetings and discussions | * 1. Team meetings are attended on time according to schedules   2. Own opinions are clearly expressed and those of others are listened to in accordance with workplace guidelines   3. Meeting inputs are provided based on the meeting purpose and established ***protocols***   4. ***Workplace interactions*** are conducted as per organizations’ code of conduct   5. Work-related questions are asked and responded based on set protocols   6. Meetings outcomes are interpreted and implemented as per organizations’ objectives |
| 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 |

**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. Appropriate Sources may include but not limited to: | * Various department heads, * organization documents |
| 1. Medium may include but not limited to: | * Method of communication * Physical media * Mechanical media |
| 1. Routine procedures may include but not limited to: | * Day to day activities |
| 1. Protocols may include but not limited to: | * Procedures for doing a task |
| 1. Workplace interactions may include but not limited to: | * Official inter relations |

**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
* Active Listening
* Communication
* writing
* Interpretation
* Basic Information Technology (IT)

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Minutes writing
* Report writing

**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. Prepared written communication following standard format of the organization 2. Accessed information using communication equipment 3. Spoken English at a basic operational level 4. Made use of relevant terms as an aid to transfer information effectively 5. Conveyed information effectively adopting the formal or informal communication |
| 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 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Direct Observation   2. Interview   3. 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. |

**DEMONSTRATE NUMERACY SKILLS**

**UNIT CODE:** COD/OS/SW/BC/02/3/A

**UNIT DESCRIPTION:**

This unit covers the competencies required to demonstrate numeracy skills. It involves using whole numbers and money up to one hundred thousand for work, Locating, comparing and using highly familiar measurement for work, using highly familiar maps and diagrams for work, identifying and using some common 2D shapes for work and locating specific information in highly familiar tables, graphs and charts for work

**Elements and Performance Criteria**

| **Element** | **Performance Criteria** |
| --- | --- |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element.  ***Bold and italicized terms*** ***are elaborated in the Range*** |
| 1. Use whole numbers for work | 1. Whole numbers and money amount up to 100,000 in highly familiar workplace documents and tasks are named and read according to workplace procedures. 2. Understanding of place value and the role of zero is demonstrate according to standard operating procedures. 3. Halves are recognised and understood in workplace as per Standard operating procedures. 4. Whole numbers and money amounting up to 100,000 are organised in size order and are compared as per workplace procedures. 5. Counting is done in numbers as per standard operating procedures. 6. Addition and subtraction of whole numbers and money up to 100,000 done in accordance with workplace requirement 7. Links between operations of addition and subtraction are clearly described as per job requirement. 8. Reasonableness of outcome with prompting and support is checked as per work requirement. 9. Numerical information is recorded, and the result of the task is communicated using informal language and symbolism as per workplace procedures. |
| 1. Locate, compare and use highly familiar measurement for work | 1. Measurements in highly familiar workplace documents and tasks are located as per standard operating procedures 2. Different units of measurements and their uses are identified in accordance with job specifications 3. The comparative relationship between the units of measurement identified as per standard operating procedures. 4. Understanding of conversion of amounts is demonstrated in accordance with requirements. 5. Informal language is used to compare measurements as per workplace procedures. 6. Digital time is well read and am and pm used in reference to time 7. Calendar used appropriately to record information in accordance with organizational events. 8. Basic measurement information is well read and recorded as per the manuals 9. Additions and subtraction of simple quantities done in workplace as per SOPs. |
| 1. Use highly familiar maps and diagrams for work | 1. Familiar items or places are in highly familiar maps and diagrams in accordance with SOPs 2. Simple symbols and pictorial representations are identified in accordance with familiar maps and diagrams 3. Simple oral directions are given to locate objects as per SOPs 4. Simple oral directions followed to locate objects as per job specifications 5. Understanding of informal directional language is demonstrated as per work procedures. |
| 1. Identify and use some common 2D shapes for work | 1. ***Common two-dimensional* shapes** are identified and named as per SOPs 2. Common objects are described in terms of size and shape as per SOPs 3. Common, every day, informal language is used to compare objects in accordance SOPs 4. Common objects are grouped based on shape, size, colour and features as per job requirements |
| 1. Locate specific Information in highly familiar tables, graphs and charts for work | 1. Features of simple tables identified as per work place procedures 2. Specific numerical information located in highly familiar tables using grid movement (up and down columns and across rows) and key as graph and chart manuals 3. Numerical information and data in highly familiar tables compared using appropriate informal language as per workplace procedures. 4. Information related to relevant workplace tasks as per workplace procedures 5. Features of simple graphs and charts identified as per SOPs 6. Specific numerical information located in highly familiar graphs and charts as per workplace procedures. 7. Numerical information and data compared using appropriate informal language 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. Common two -dimensional shapes: may include but not limited to: | * + Round/circle   + Square   + Rectangular   + 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. Measured objects or materials as per job requirements   2. Used calculator to perform the four fundamental operations   3. Performed calculations involving money up to one hundred thousand   4. Performed conversions between hours, minutes and seconds   5. Calculated area and volume of regular shapes   6. Created tables and graphs to represent and interpret information | |
| 1. Resource Implications for competence assessment | 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 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   4. Demonstration |
| 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:** COD/OS/SW/BC/03/3/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 tasks and 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. ***Computer software*** are 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 in accordance with information 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 as per job requirement.   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.

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Computer software may include but not limited to: | * Operating system * MS office * Web browser   Media players |
| 1. 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 |
| 1. Word processing concepts may include but not limited to: | * Create * Edit * Print * Documents |

**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 skills
* Basic ICT skills

**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 for competence assessment | 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 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Written Test   2. Observation   3. Practical assignment   4. Interview   5. 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 ENTREPRENEURIAL SKILLS**

**UNIT CODE : COD/OS/SW/BC/04/3/A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate Entrepreneurial skills. It involves developing entrepreneurial culture, identifying entrepreneurial opportunities, starting, operating and growing a small 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. Develop entrepreneurial culture | 1. ***Entrepreneurship terminologies*** are defined following established procedures. 2. Contribution of entrepreneurship towards national development is identified in accordance to national development goals 3. Self-employment benefit are identified and emphasized to help create a positive attitude 4. Cultural factors that promote or inhibit entrepreneurial development areidentified and emphasis made on entrepreneurial promotion 5. Ways of managing factors that inhibit development of entrepreneurial culture are identified in accordance withcultural background and national social economic situation |
| 1. Identify entrepreneurial opportunities | 1. Myths associated with entrepreneurship, types of entrepreneurs and characteristics of entrepreneurship are determined in accordance with the set procedures 2. Identification of ***sources of business ideas,*** generation of business ideas is undertaken in accordance with the existing procedure 3. Evaluation of business opportunities is undertaken according to prevailing office procedures 4. Competencies are matched with business opportunities in accordance with business practices. |
| 1. Start a small business | Factors to consider when starting a small business are identified according to business sector.   1. ***Forms of business ownership*** are identified and procedure of starting a small business stipulated according to relevant legal requirements 2. Procedure of starting a small business is identified as per the legal requirements 3. Challenges faced when starting a small business are identified and mitigating factors provided for in accordance prevailing legal and regulatory requirement 4. Resource requirement for a small business are specified according to nature of business 5. Business life cycle is projected as per the nature of business and national social economic situation |
| 1. Operate a small business | 1. Relevant terms are defined in accordance with the set rules 2. Small business record is maintained in accordance with office procedures 3. Business support services are set up in accordance with the nature and size of business 4. Marketing activities are effected according to the nature and size of business 5. Small enterprise business plan is prepared depending on the size and nature of business and the client specification 6. Small business resources are run for efficiency and profitability 7. Small business records are kept for decision making purposes 8. Word processing concepts are applied in the management of small business according to office procedures 9. Basic computer application software and emerging trends and concerns are applied in small business management in accordance with office procedures |
| 1. Grow a small business | 1. Methods of growing/expanding a small business are identified and implemented in accordance with growth schedule 2. Resources for growing small business are identified and implementing 3. Small business growth plans are prepared according to growth schedule 4. ICT and small business growth schedule is prepared in accordance with office procedures 5. Use of computers and technology is incorporated in small scale business growth schedule in accordance with technological trends 6. Social media is used for business growth and profitability 7. Emerging issues and trends are considered in accordance with business growth schedule and activities 8. Community interest is built in product/service according to growth plan 9. Business communication is enhanced according to business communication planand profitability 10. Basic business growth strategies are identified and implemented for increased profitability 11. Word processing concepts are applied in growing of small business according to office procedures 12. Basic computer application software, programming and emerging trends and concerns are applied in small business growth in accordance with office procedures for growth and profitability |

**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. Entrepreneurship terminologies include but not limited to: | * Intrapreneurship * Enterprise * Business vision. Mission, core values, objectives |
| 1. Sources of business ideas may include but not limited to: | |  | | --- | | * Brainstorming * Personal hobbies * Newspapers, magazines, * Friends and relatives * Accounting/Administrative work * Modern trends and concerns | |
| 1. Forms of business ownership may include but not limited to: | * Sole proprietorship * Partnership * Limited Company * Unlimited Company |

**REQUIRED SKILLS AND KNOWLEDGE**

**Required Skills**

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

The individual needs to demonstrate the following skills:

* Marketing skills
* Advertising
* Basic book-keeping
* accounting skills
* Communication skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Public relations concepts
* Basic product promotion strategies
* Basic market and feasibility studies
* Basic 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

**EVIDENCE GUIDE**

This section describes the required skills which supports performance. These skills will need to be considered in the learning and assessment process.

|  |  |  |
| --- | --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   |  | | --- | | 1. Demonstrated basic entrepreneurial skills 2. Demonstrated ability to conceptualize and plan a micro/small enterprise 3. Demonstrated ability to manage/operate a micro/small-scale business 4. Demonstrated basic marketing skills | |
| 1. Resource Implications for assessment | 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 3. Materials relevant to the proposed activity or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   |  |  | | --- | --- | | 3.1 Written tests  3.2 Oral Questioning  3.3 Observation  3.4 Third Party Report |  | |
| 1. Context of Assessment | |  | | --- | | Competency may be assessed:  4.1 On the job  4.2 Off the job  4.3 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:** COD/OS/SW/BC/05/3/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 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 objectives 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. 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. Team may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group |
| 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 |

**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
* 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
* Organizing work
* 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
* Innovation
* 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 :** COD/OS/SW/BC/06/3/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution and demonstrating sustainable resource use.

**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 and handling methods for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 2. Disposal methods of hazardous wastes are followed at all times according to environmental regulations and OSHS. 3. ***PPE*** is used according to OSHS. |
| 1. Control environmental Pollution | * 1. ***Environmental pollution******control measures*** are complied with 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 | * 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. |

**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. Environmental pollution 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 |
| 1. Waste management procedures may include but not limited to: | * Sorting * Storing of items * Recycling of items * Disposal of items |
| 1. Resources may include but not limited to: | * + Electric   + Water   + Fuel   + Telecommunications   + Supplies * Materials |
| 1. Workplace environmental hazards may include but not limited to: | * Biological hazards * Chemical and dust hazards * Physical hazards |

**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
* Observation
* Writing
* Analytical

**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

**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:  1.1 Controlled environmental hazard  1.2 Controlled environmental pollution  1.3 Demonstrated sustainable resource use |
| 1. Resource Implications for assessment | The following resources should be provided:   * 1. Workplace with storage facilities   2. Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)   3. PPE   4. Manuals and references |
| 1. Methods of Assessment | Competency in this unit may be assessed through:  3.1 Observation  3.2 Oral questioning  3.3 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. |

**DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** COD/OS/SW/BC/07/3/A

**UNIT DESCRIPTION**

This unit specifies the competencies required to practice and promote safety and health at work. This entails preparing to practice safety and health at work and complying and promoting compliance of workers to organization’s occupational safety and health instructions and requirements

**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. Prepare to practice safety and health at work | 1.1 Awareness of legislation that outlines the minimum standards for occupational safety and health requirements/ regulations are emphasized  1.2 Benefits of implementing an occupational safety and health program are identified  1.3 ***Safety requirements/ regulations*** of own work and of other workers are familiarized  1.4 Workplace standards and procedures ***for incidents and Emergencies*** are determined  1.5 ***Prevention and control measures***, including use of ***safety gears/PPE*** (Personal Protective Equipment) to avoid accident, injuries and sickness are identified |
| 1. Comply and promote compliance of workers to organization’s occupational safety and health instructions and requirements | 2.1 Safety instructions and safety signs are followed and disseminated to co-workers  2.2 Safe handling of tools, equipment and materials is learned and shared with co-workers  2.3 Execution of own work and of co-workers is monitored in according to safe work procedures  2.4 Use of safe guards and safety devices is monitored  2.5 Hazards, incidents, injuries and sickness in the workplace are reported properly following standards and 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. Safety requirements / regulations may include but are not limited to: | * Building code * Permit to Operate * Occupational Safety and Health Standards |
| 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. 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 devices/ PPEs (personal protective equipment) 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 |

**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
* Observation
* Reporting
* Organizing

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Elements of an effective occupational safety and health program
* Benefits of implementing an occupational safety and health program
* Safety requirements of own work and of other workers
* Standard emergency plan and procedures in the workplace
* Different OSH control measures
* General OSH principles
* Work standards and procedures
* Safe handling procedures of tools, equipment’s and materials
* Standard emergency plan and procedures in the workplace
* Different OSH control measures
* Standard accident and illness reporting procedures in the workplace
* Monitoring system on compliance to work safety and health

**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. Arranged work area and items in accordance with workplace procedures requirements 2. Followed work standards and procedures based on instructions 3. Applied ***Prevention and control measures*** based on instructions 4. Undertook orientations on ***OSH requirements and regulations*** in line with policy. 5. Provided feedback on occupational health and safety as per workplace instructions. 6. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy. 7. Identified and proposed ***OSH-related training needs*** as per workplace policy. |
| 1. Resource Implications for assessment | 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 UNITS OF COMPETENCY

# MANAGE PROJECT RESOURCES

**UNIT CODE**: COD/OS/SW/CR/01/03/A

**UNIT DESCRIPTION**

This unit covers the competencies required to manage project resources. It involves; identifying project resources mobilization of resources, tracking available resources and documenting community resources and management.

**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 performances each of the elements.  ***(Bold and italicized terms are elaborated in the Range)*** |
| --- | --- |
| * 1. Identify project resources | 1. Community needs are identified as per the organization policy 2. Project needs are identified as per the organization policy 3. Resource ***assessment tools*** are utilized as per the SOPs 4. Data collection methods are adopted as per the organization policy 5. Analysis of data collected 6. Community needs and resource register is developed as per SOPs |
| * 1. Resources mobilization | 1. Resources are identified and defined as per community or project needs 2. Various levels of mobilization are identified as per organization policy 3. Various levels of mobilization are documented as per organization policy 4. A resource register is developed as per organization policy |
| * 1. Track available resources | * 1. Participation in the ***community resources*** committee is carried out as per SOPs   2. Resource mapping is carried out as per the organization policy   3. ***A resource register*** is utilized as per organization guidelines   4. Work plan is implemented as per organization policy.   5. A reporting mechanism on the utilization of resources to the community is adhered to as per organization policy.   6. Report is prepared 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. Assessment tools may include but not limited to: | * Check list * Questionnaire * Interview guide * Observation schedule |
| 1. Community resources may include but not limited to: | * Human resource * Infrastructure * Technological resources * Natural resources * Financial resources |
| 1. A resource register may include but not limited to: | * Name of the community * Name of the resource * remarks |

**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
* Planning and prioritization
* Self-awareness
* Report writing
* Critical thinking
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work policies and interventions
* Social research
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Identified community needs   2. Identified project needs   3. Utilised assessment tools   4. Adopted data collection methods   5. Utilised community needs and resource register   6. Carried out participation in the community resources committee   7. Carried out resource mapping   8. Utilised a resource register   9. Implemented work plan   10. Adhered to the community reporting mechanism   11. Prepared a report   12. Familiarization with documentation procedures and plans   13. Stored documents |
| 1. Resource implications | 1. A functional office 2. A fully equipped simulated operations training office 3. Stationery |
| 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 7. Case studies |
| 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 | This unit may be assessed on an integrated basis with others within this occupational sector |

# CARRY OUT COMMUNITY AWARENESS ACTIVITIES

**UNIT CODE:** COD/OS/SW/CR/02/3/A

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out community awareness activities. It involves; identifying resources required, carrying out community mobilization, carrying out community awareness activities, carrying out social policy sensitization, preparing for social research and applying social research tools.

**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 resources required | * 1. Identification of target audience as per organization policy   2. Identification of meeting venue as per organization policy   3. Setting up of meeting venue per organization policy   4. Conducting resource mapping as per organization policy   5. Reporting is done per organization policy |
| * 1. Carry out community mobilization | * 1. Community mapping is carried out as per the organisation policy   2. Target group is identified based on the community mapping   3. Mobilization plan is identified as per organisation policy   4. Mobilization plan is implemented as per organisation policy |
| * 1. Carry out community awareness activities | * 1. Familiarize with community awareness activities as per organisation policy   2. Adoption of the community awareness plan as per the organisation policy   3. Familiarize with the channels of communication as per the planned activities   4. Participation in community awareness meetings as per SOPs   5. Adherence to feedback mechanisms as per the planned activities |
| * 1. Carry out social policy sensitization | * 1. Community sensitization objectives are identified as per organisation policy   2. Resources for community sensitization plan are identified as per organisation policy   3. Time allocation for planned sensitization activities is carried out as per organisation policy   4. Familiarization with stakeholders as per organisation policy   5. Participation in sensitization planning meetings are as per organisation policy   6. Implementation of social policy sensitization activities is carried out as per organisation policy   7. Documentation tools and procedures are identified as per SOPs.   8. Documents are stored as per the organisation policy |
| * 1. Prepare for social research | 1. Familiarize with the objectives of the study based on the research problem 2. Scope of study is identified as per the set objectives 3. Research timeframe is identified as per the scope of the study 4. Target population is identified based on the research problem 5. Samples size is identified as per the scope of the study 6. ***Research budget*** is adopted as per organization policy |
| * 1. Apply social research tools | * 1. Required ***research tools*** are identified as per SOPs   2. Required research tools are adopted as per SOPs   3. Adopted research tools are tested as per SOPs   4. Tested research tools are validated as per SOPs   5. Validated research tools are administered 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. Research budget may include but not limited to: | * Direct Costs * Facilities * Administrative costs |
| 1. Research tools may include but not limited to: | * Interview guide * Questionnaires * Observation check list * Case studies * Focus groups |

**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
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence
* Public speaking

**Required knowledge**

**The individual needs to demonstrate knowledge of:**

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal instruments
* Basic counselling and psychology
* Statistics
* Economics
* Basic accounting
* Digital literacy

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment requires evidences that the candidate:   1. Administered Assessment tools 2. Collected and analysed data 3. Prepared and shared report 4. Participated in Community awareness planning meetings 5. Compiled an inventory of community resources 6. Identified target group based on the community mapping 7. Implemented mobilization plan 8. Participated in community awareness meetings 9. Carried out time allocation for planned sensitization activities 10. Participated in sensitization planning meetings 11. Carried out implementation of social policy sensitization activities 12. Carried out an analysis of sources of research problems 13. Demonstrated ability to identified research timeframe 14. Demonstrated ability to adopt a research budget 15. Demonstrated ability to identify and adopt research tools 16. Demonstrated ability to administer validated research tools 17. Demonstrated ability to administer data analysis tools |
| 1. Resource Implications | The following resources MUST be provided:   * + 1. Work plans     2. Meeting equipment and materials     3. Organisation policies     4. Board room/meeting room     5. Fully equipped simulated meeting room     6. Censors reports     7. Maps |
| 1. Method of Assessment | Competency may be assessed through:   * + 1. Written and oral questions     2. Observation     3. Third party report     4. Project     5. Interview     6. Review of portfolios     7. Case studies |
| 1. Context for 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. |

# PERFORM HOME BASED CARE AND CHILD WELFARE SUPPORT

**UNIT CODE:** COD/OS/SW/CR/03/3/A

**UNIT DESCRIPTION**

This unit covers competencies required to perform home based care and child welfare support. It involves; identifying and assessing community and individual needs, implementing a care plan, monitoring, recommending referral, documenting home based care and support activities, creating awareness on child protection and documenting child abuse cases and carrying out reporting.

**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 assess community and individual needs | * 1. Importance of home based care and support is explained as per organization policy   2. Principles and guidelines of home base care are explained   3. Familiarize with community leadership structures as per SOPs   4. Participation in introductory meetings with the community as per organisation policy   5. Targeting of the beneficiaries is done as per organisation policy   6. Familiarization with tools developed in collaboration with the ministry of health as per SOPs.   7. Assessment tools are administered as per SOPs   8. Participation in planning and review meetings as per organisation policy   9. Report findings prepared and disseminated as per organisation policy |
| 1. Implement care plan | * 1. Participation in assessment team as per organisation policy   2. Identification and engagement of community partners is carried out as per organisation policy   3. Familiarization with assessment tools on health priorities as per organisation policy   4. Setting of health priorities is carried out based on the assessment findings   5. Participation in data collection as per organisation policy   6. Familiarization with individual and community care plans as per organisation policy   7. Support allocation of resources based on the care plan   8. ***Care plan*** is implemented based on the allocated resources |
| 1. Monitor, recommend referral and document home based care and support activities | * 1. ***Indicators*** aligned to the individual care plan are identified as per SOPs   2. Approaches and importance of personal therapy are explained as per SOPs   3. Indicators are tracked and analysed based on the care plan   4. Report is prepared as per organisation policy   5. Necessary cases for referrals are identified as per SOPs   6. Recommendations for referral is carried as per the organisation policy.   7. Familiarize with documentation plan as per the organisation policy.   8. Home based care and support documentation procedures are identified as per SOPs   9. Documentation tools Utilised as per the documentation plan.   10. Documents are stored as per organisation policy |
| 1. Create awareness on child protection | * 1. Identification of existing ***child protection stakeholders*** and networks is carried out as per organisation policy   2. Stakeholders directory is updated as per organisation policy   3. Referrals are identified based on the directory   4. Participation in management and coordination of child protection networks is determined as per SOPs   5. Participation in planning and review meetings is done as per organisation policy. |
| 1. Document child abuse cases and carry out reporting | * 1. Familiarize with child protection policy as per SOPs   2. Familiarize with child abuse protection programme as per organisation policy   3. Familiarize with child abuse response program as per SOPs   4. Familiarize with reporting mechanism in line with the response program   5. Resources are Utilised as per organisation policy   6. Familiarize with documentation procedures as per SOPs   7. Documentation plan is implemented as per the organisation policy.   8. Documentation tools are implemented as per organisation policy SOPs   9. Report is prepared as per the organisation policy.   10. Documents are stored the organization policy. |

**RANGE OF VARIABLES**

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. Care plans(ICP) may include but not limited to: | * Assessment of the client/patient’s needs * Identification of effective interventions * Identification of resources * Resource allocation * Review of ICP |
| 1. Indicators may include but not limited to: | * Getting better * Getting worse * Increased adherence (of drugs) |
| 1. Child protection stakeholders may include but not limited to: | * Ministry of Labour Social Development * National Council for Children’s services * Ministry of Education * Ministry of Health |

**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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* 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
* Statistics
* Economics
* Basic accounting
* Digital literacy
* First aid

**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. Familiarized with community leadership structures 2. Participated in introductory meetings 3. Administered assessment tools 4. Analysed data collected 5. Familiarized with the local and external stakeholders 6. Conducted mapping and analysis 7. Updated stakeholders directory 8. Carried out planning for resources in collaboration with the stakeholders 9. Carried out identification and engagement of community partners 10. Implemented care plan 11. Prepared and shared report 12. Necessary cases for referrals are identified as per SOPs 13. Established client consent 14. Carried out mapping of existing child protection stakeholders and networks 15. Identified appropriate referrals 16. Participated in management and coordination of child protection networks 17. Participated in planning and review meetings 18. Implemented documentation procedures |
| 2. Assessment Resource Implications | The following resources should be provided:   1. A functional office 2. A fully equipped simulated operations training office |
| 3. Methods of Assessment | Competency in this unit must be assessed through   1. Written tests 2. Observation 3. Oral tests 4. Third party report 5. Project 6. Case studies |
| 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 COMMUNITY-BASED GROUPS

**UNIT CODE:** COD/OS/SW/CR/04/3/A

**UNIT DESCRIPTION**

This unit covers the competencies required to manage community based groups. It involves; identifying and mobilizing target group, carrying out group activities, identifying community conflict issues, supporting and documenting conflict resolution process and monitoring and documenting conflict management and group activities.

**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. Mobilize community target group | * 1. Familiarization with target group as per SOPs   2. Implementation of a mobilization plan   3. Identification and engagement of community influencers as per organization policy   4. Familiarization with and administration of ***assessment tools*** as per organisation policy   5. Dissemination of assessment report findings as per organization policy   6. Participation in disability and ***gender assessment*** as per organization policy   7. Sensitization of target group on identified problems as per the report findings.   8. Planning and participation in group meeting as per organization policy   9. Participation in the recruitment of new members as per organization policy   10. Group registration is carried out as per SOPs |
| 1. Carryout group activities | * 1. Resources needed are identified as per project requirement   2. Activity plan is executed as per the project work plan   3. Familiarization with structure of group meetings is done as per SOPs   4. Group meetings minutes are prepared as per work place procedures   5. Activity progress report is prepared as per project requirement |
| 1. Identify community conflict issues | * 1. Familiarize with conflict issues as per organisation policy   2. Identification of parties involved in conflict as per organisation policy   3. Participation in inception and introductory meetings as per organisation policy   4. Familiarize with conflict assessment tools for both primary and secondary data sources as per SOPs   5. Conflict assessment tools are administered as per SOPs   6. Reporting is done as per organisation guidelines |
| 1. Support and document conflict resolution process | * 1. Planning for conflict resolution meetings   2. Participation in conflict resolution program formulation meeting as per organisation policy   3. Familiarize with stakeholders as per organisation   4. Familiarize with the conflict resolution plan as per SOPs   5. Conflict resolution plan is implemented as per organisation policy   6. Familiarize with monitoring tools as per SOPs   7. Monitoring tools are administered as per organisation policy   8. Participate in review of ***conflict resolution methods***/ ***peace building programmes*** is conducted as per organisation policy   9. Documentation procedures are identified as per SOPs   10. Documentation tools are prepared based on the documentation plan   11. Documents are stored as per organisation policy |
| 1. Monitor and Document conflict management and group activities | 1. Monitoring team is established in the community as per organisation policy 2. Familiarize with monitoring tools as per the SOPS 3. Monitoring is conducted based on tools developed 4. Monitoring report is prepared and shared as per the organisation policy 5. Recommendation of activity review where necessary 6. Documentation procedures are identified as per SOPs 7. Documentation plan implemented as per the organisation policy 8. Documents are stored as per organisation policy |

**RANGE OF VARIABLES**

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. Assessment tools may include but not limited to: | * Activities of the group * Contact of the group * Year of registration * Type of the group * Name of the group. * Group membership |
| 1. Gender Assessment may include but not limited to: | * Male * Female * Intersex |
| 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 methods may include but not limited to: | * Mediation * Arbitration * reconciliation |

**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
* Planning and prioritization
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion
* Team work
* People management
* Coordination
* Organizational
* Decision making
* Emotional intelligence

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Nutrition and food supply
* Basic counselling and psychology
* Social research methods
* Statistics
* Economics
* Basic accounting

**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. Prepared minutes of meetings and activity reports 2. Carried out mobilization of the target group 3. Identified resources needed 4. Executed activity plan 5. Prepared activity progress report 6. Participated in administering conflict assessment tools 7. Documented findings 8. Shared information 9. Participated in Conflict resolution program formulation meeting 10. Participated in conflict resolution plan 11. Administered monitoring tools 12. Conducted review of conflict resolution methods/ peace building programmes 13. Established monitoring team in the community 14. Conducted monitoring 15. Participated in reviewing process 16. Shared the monitoring report finding |
| 1. Resource Implications | The following resources MUST be provided:   1. A functional office 2. Fully equipped simulated operations training office with stationery |
| 1. Methods of Assessment | Competency may be assessed through:   1. Written tests 2. Interview 3. Oral questioning 4. Observation 5. Third party report 6. Project 7. Case studies |
| 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. |