****

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SOCIAL WORK**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# FOREWORD

The provision of quality education and training is fundamental to the Government’s overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya’s development blueprint and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

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

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Community Development 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 labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Community Development Sector Skills Advisory Committee (SSAC) and Social Work and Community Development experts has helped develop this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Community Development SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGMENT

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

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

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

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# ABBREVIATIONS AND ACRONYMS

CDACC Curriculum Development Assessment and Certification Council

CU Curriculum

BC Basic Competency

CC Core Competency

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

OSHA Occupation Safety and Health Act

PPE Personal Protective Equipment

SSAC Sector Skills Advisory Committee

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

 **COD/OS/SW/ BC/ /01/ 4/ A**

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

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# COURSE OVERVIEW

The Social work and Community Development Level 4 qualification consists of competencies that a person must achieve work in Community Development industry .It involves social research works, management of project resources, community awareness activities, home-based care and support, child welfare programmes and management of community-based groups.

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

**Basic Units of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit Factor** |
| COD/CU/SW/BC/01/4/A | Communication Skills | 20 | 2 |
| COD/CU/SW/BC/02/4/A | Numeracy Skills | 25 | 2.5 |
| COD/CU/SW/BC/03/4/A | Digital Literacy | 35 | 3.5 |
| COD/CU/SW/BC/04/4/A | Entrepreneurial Skills | 60 | 6 |
| COD/CU/SW/BC/05/4/A | Employability Skills | 30 | 3 |
| COD/CU/SW/BC/06/4/A | Environmental Literacy | 20 | 2 |
| COD/CU/SW/BC/07/4/A | Occupational Safety and Health Practices | 20 | 2 |
| **Total**  |  | **210** | **21** |

**Core units of learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Code** | **Unit of Title** | **Duration in Hours** | **Credit Factor** |
| COD/CU/SW/CR/01/4/A | Social Research Works | 95 | 9.5 |
| COD/CU/SW/CR/02/4/A | Management of Project Resources | 80 | 8 |
| COD/CU/SW/CR/03/4/A | Community Awareness Activities | 80 | 8 |
| COD/CU/SW/CR/04/4/A | Home-Based Care and Support | 100 | 10 |
| COD/CU/SW/CR/05/4/A | Child Welfare Programmes | 80 | 8 |
| COD/CU/SW/CR/06/4/A | Management Of Community-Based Groups | 95 | 9.5 |
| COD/CU/SW/CR/07/4/A | Industrial Attachment  | 300 | 30 |
| **Total**  |  | **830** | **83** |
| **Grand Total** |  | **1130** | **113** |

The total duration of the course is **1130** hours, which include 300 Hours of industrial attachment

**Entry Requirements**

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

1. Kenya Certificate of Secondary Education (KCSE E)

Or

1. Level 3 qualification

Or

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

**Industrial attachment**

An individual enrolled in this course will be required to undergo an industrial attachment in a Community Development firm for a period of at least 300 hours. Attachment will be undertaken upon completion of the course or the unit of learning.

**Trainer qualification**

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

**Assessment**

The course will be assessed at two levels:

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

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

**Certification**

A candidate will be issued with a Record of Achievement for each Unit of Competency. To attain the qualification National Certificate for Social Work Level 4, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

**COMMUNICATION SKILLS**

**UNIT CODE:** COD/CU/SW/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**NUMERACY SKILLS**

**UNIT CODE:** COD/CU/SW/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**DIGITAL LITERACY**

**UNIT CODE:** COD/CU/SW/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** COD/CU/SW/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# EMPLOYABILITY SKILLS

**UNIT CODE:** COD/CU/SW/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** COD/CU/SW/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** COD/CU/SW/BC/07/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 20 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

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

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

# CORE UNITS OF LEARNING

#  SOCIAL RESEARCH WORKS

**UNIT CODE**: COD/CU/SW/CR/01/04/A

**Relationship to Occupational Standards**

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

**Duration of Unit**: 95 Hours

**Unit Description**

This unit covers the competencies required to conduct social research work. It involves; preparing for social research, applying social research tools and preparing social research report.

**Summary of learning Outcomes**

1. Prepare for social research
2. Apply social research tools
3. Prepare social research report

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Prepare for social research
 | * Meaning and importance of social research
* Literature review
* Background information of the study
* Identification of research problem
* Research objectives and questions
* Scope of study
* Research timelines
* Social research methods
* Sampling and sample size
* Development of a research proposal
* Research budget proposal
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Apply social research tools
 | * Identification design and adoption of the data collection tools
* Piloting, testing and validation of data collection tools
* Methods of data collection
* Types of data
* Administration of data collection tools
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Prepare social research report
 | * Meaning of data analysis
* Types of data analysis tools
* Preparation of data analysis tools
* Conduct of data analysis
* Components of a research report
* Compilation of a research report
* Referencing styles
* Dissemination of the research report
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Basic data analysis tools

# MANAGEMENT OF PROJECT RESOURCES

**UNIT CODE**: COD/CU/SW/CR/02/04/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Manage project resources

**Duration of Unit**: 80 Hours

**UNIT DESCRIPTION**:

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

**Summary of Learning Outcomes**

1. Identify project resources
2. Track available resources
3. Mobilization of resources
4. Documentation of community resources and management

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify project resources
 | * Meaning of community
* Meaning of project
* Characteristics and types of community projects
* Meaning of community resources and community needs.
* Types of community resources
* Content of a community resource register
* Types of community needs
* Process of identifying community needs
* Importance of community resources
* Tools used in community resource identification (questionnaires, interview guides, observation)
* Formulation of resource assessment tools
* Advantages and disadvantages of each assessment tool
 | * Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Resources Mobilization
 | * Definition of mobilization
* Levels of resources mobilization
* Documentation methods of resources available
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Track available resources
 | * Importance of a community resource committee
* Identification of a resource mapping team
* Mapping exercise
* Components of a community resource register
* Resource tracking work plan
* Implementation of a work plan to monitor community resources
* Establishment of a reporting mechanism on community resources
* Compare available resources with the project resources
* Identification of project resource gaps
* Data collection
* Report compilation
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Oral questions
 |
| 1. Document community resources and management
 | * Components of a documentation plan for community resource
* Methods and procedures of documenting good practices
* Documentation tools
* Characteristics of good practices
* Ways of sharing good practices and success stories
* Storing of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Fully equipped functional model office
* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Stationery

#  COMMUNITY AWARENESS

**UNIT CODE**: COD/CU/SW/CR/03/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit**: 80 Hours

**UNIT DESCRIPTION**

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

**Summary of learning outcomes**

1. Identify social policy problems
2. Identify resources required
3. Carry out community mobilization
4. Carry out community awareness activities
5. Carry out social policy sensitization

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify social policy problems
 | * Meaning and importance of social policy
* Characteristics of social policy
* Types of social policies
* Approaches to social policies
* Legal instruments
* The process and problem of policy formulation
* Data collection tools
* Methods of data collection
* Data analysis
* Research report writing
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Identify resources required
 | * Identification of resources for planned activities
* Community awareness planning meetings
* Community resources register
* Establishment of available resources and resource gaps
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out community mobilization
 | * Community mapping
* Target group based on the community mapping
* Factors to consider in identification of community resources
* Community mobilization plan
* Implementation of community mobilization plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out community awareness activities
 | * Importance of a community awareness plan
* Importance and formulation of community awareness programed objectives
* Assessment tool for knowledge, attitude and practices
* Importance of community participation in awareness programmes
* Community stakeholders meetings on programme formulation
* Documentation of formulated programmes
* Communication channels in community awareness activities
* Report writing on community awareness programme
* Feedback in community awareness activities
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out social policy sensitization
 | * Social policy community sensitization objectives
* Resources for social policy sensitization plan
* Time allocation for planned sensitization activities
* Stakeholders in social policy sensitization
* Sensitization planning meetings
* Implementation of social policy sensitization activities
* Documentation tools and procedures
* Storage of documents
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons
* Project work

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Stationery
* Legal instruments (Constitution, County development plans, various Acts)

#  HOME BASED CARE AND SUPPORT

**UNIT CODE**: COD/CU/SW/CR/04/4/A

**Relationship to Occupational Standards**

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

**Duration of the Unit**: 100 Hours

**UNIT DESCRIPTION**

This unit covers competencies required to identify and community and individual needs, analyse stakeholders, implement a care plan, monitor, conduct referrals and document home based care and support activities

**Summary of Learning Outcomes**

1. Identify and assess community and individual needs
2. Analyze stakeholders
3. Implement care plan
4. Monitor, conduct referral and document home based care and support activities

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Methods of Assessment** |
| 1. Identify and assess community and individual needs
 | * Meaning importance of home based case and support
* Home based care issues
* Principles and guidelines of home based care
* Practice of home based care
* Community leadership structures
* Introductory community meetings
* Planning and review meetings
* Targeting of beneficiaries
* Tools to identify and assess community and individual needs
* Data collection and analysis
* Establishment of collaborative linkages with structures and partners
* Importance of home based care needs assessment for various categories of needs and issues
* Preparation of a needs assessment report
* Dissemination of report findings to relevant stakeholder
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
* Questionnaires
 |
| 1. Analyse stakeholders
 | * Identification of relevant partners and stakeholders
* Identification of the required resources for home based care
* Mapping of local and external stakeholders
* Stakeholders directory
* Mobilisation of resources from stakeholders
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Implement a care plan,
 | * Formation of an assessment team
* Importance of an assessment team
* Identification and engagement of community partners
* Development and implementation of assessment tools on health priorities
* Importance of advocacy for home based care
* Development and implementation of an advocacy plan for home based care
* Development of individual care plan
* Allocation of resources for community and individual care plan
* Community mobilisation in support of home based care
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Monitor, conduct referral and document home based care and support activities
 | * Ethical issues in home based care and support
* Approaches and importance of personal therapy
* Identification of client’s and community performance indicators
* Monitoring and review of the indicators of a care plan
* Tracking and analysing of client’s performance indicators
* Preparation of the clients individual and community home based care report
* Identification of referral cases
* Process of execution of referral cases
* Documentation plan for home based care and support activities
* Documentation tools
* Implementation of the documentation plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

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

# CHILD WELFARE PROGRAMMES

**UNIT CODE**: COD/CU/SW/CR/05/4/A

**Relationship to Occupational Standards**

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

**Duration of the Unit**: 90 Hours

**UNIT DESCRIPTION**

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

**Summary of Learning Outcomes**

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

**Learning Outcomes Content and Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify child welfare problem.
 | * Meaning and importance of child welfare
* Principles of UNCRC
* Types, causes and impact of child welfare problems (child labour, sexual harassment, trafficking, emotional abuse, neglect, abduction, physical abuse)
* Theories of child development (Eric Erickson psychosocial theory, Freud psychoanalytic theory, Piaget theory of cognitive development
* Child protection legal policy framework
* Development of tools to identify child welfare problems
* Analysis of child abuse prevalence in a community
* Report writing
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Assess child welfare problem
 | * Development of assessment plan and tools
* Assessment of number of children affected
* Determination of the impact of child welfare problems to the child
* Establishment of existing prevention and response services
* Reporting on child welfare problems
* Dissemination of the report
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Create awareness on child protection among community members
 | * Meaning and importance of child welfare networks
* Mapping of existing child protection networks
* Child protection actors’ directory
* Referral and reporting mechanism in child protection
* Management and coordination of child protection networks
* Planning and review meetings in child protection
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carry out reporting and referral of child abuse cases
 | * Management of various forms of child abuse
* A child protection prevention and response plan
* An organization child protection policy/ child protection behaviour protocols
* A child abuses protection programme
* A child abuses response programme
* Resource mobilisation strategies for child protection programmes
* Monitoring and evaluation framework for child protection programmes
* Report preparation of child abuse cases
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Document child abuse cases and interventions
 | * Documentation plan for child welfare activities
* Types of documentation tools
* Procedures of documentation
* Implementation of the documentation plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* Legal instruments
* Model rescue house
* First aid kits

# MANAGEMENT OF COMMUNITY-BASED GROUPS

**UNIT CODE**: COD/CU/SW/CR/06/4/A

**Relationship to Occupational Standards**

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

**Duration of Unit**: 90 Hours

**UNIT DESCRIPTION**

This unit cover the competencies required to identify and mobilize target group, carryout group activities, identify community conflict issues, support and document conflict resolution process and monitor and document conflict management and group activities

Summary of learning Outcomes

1. Identify and mobilize target group
2. Carryout group activities
3. Identify community conflict issues
4. Support and document conflict resolution process
5. Monitor and document conflict management and group activities

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify and mobilize target group
 | * Meaning and importance of community groups
* Types of groups
* Group dynamics
* Introductory meetings with relevant stakeholders
* Assessment plan and tools for target group identification including gender and inclusivity assessment
* Administration of assessment tools
* Preparation of an assessment report
* Identification of target group
* Identification of project area
* Registration of group members
* Establishment of group guidelines
* Registration of a group
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Carryout group activities
 | * Community influencers
* Engagement meetings with community influencers/leaders
* Sensitization of community leadership
* Formulation and implementation of a mobilization plan
* Resource mobilization and allocation for group activities
* Implementation of the group activity plan
* Importance and structure of group meetings
* Logistical planning for community group meetings
* Conduct of group meetings
* Group meeting minutes
* Sharing of minutes
* Progress management reports
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Identify community conflict issues
 | * Meaning and importance of conflict resolutions
* Social conflict theory
* Types of conflicts
* Inception and introductory meeting with the community leadership
* Selection criteria for the target group for the conflict resolution
* Causes of conflict
* Characteristics of conflicts
* Assessment tools on causes of conflict
* Administration of assessment tools
* Documentation of findings
* Findings and report writing
* Dissemination of information to relevantstakeholders
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Support and documentation of conflict resolution process
 | * Establishment of group leadership positions in conflict resolution
* Role specification for office bearers and tenure of office
* Conduct of group elections
* Qualities of effective leaders
* Operationalization and coordination of the group
* Conflict resolution techniques
* Mobilisation of relevant stakeholders for planning the conflict resolution programme
* Identification of a conflict resolution programme
* Sharing of the conflict resolution plan
* Resource allocation for planned activities
* Implementation of the conflict resolution programme
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |
| 1. Monitor and document conflict management and group activities
 | * Identification of monitoring tools
* Implementation of monitoring tools
* Review of conflict resolution measures/peace building programmes
* Documentation plan for conflict and group activities management
* Documentation tools
* Implementation of the documentation plan
 | * Case studies
* Observation
* Written tests
* Assignments
* Supervised exercise
* Simulations
* Oral questions
 |

**Suggested Methods of Instruction**

* Group discussions and presentations
* Demonstration by trainer
* Practical work by trainer
* Exercise
* Field work
* Resource persons

**Recommended resources**

* Video cameras
* Tablets
* Smart phones
* SD cards and card readers
* TFT screen
* Recorders
* Reference materials
* Minutes of group
* Group constitution
* Meeting attendance sheet
* Notebooks
* Pens