****

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**NUTRITION AND DIETETICS**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 0915 454A**

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**FOREWORD**

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, occupational standard be industry led, certification be based on demonstration of competence and mode of delivery that allows for multiple entry and exit in TVET programs.

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

It is my conviction that this occupational standard will play a great role towards the development of competent human resource for the Nutrition and Dietetics sector’s growth and sustainable development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

**PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrialized, middle-income nation providing quality life to all its citizens by the year 2030. Kenya intends to create a globally competent, competitive and adaptive human resource base to meet the requirements of a rapidly technological changes and industry demands as well as to meet the needs of life-long learning. TVET is charged with the responsibility of facilitating the process of acquisition of the competencies and worker behaviour necessary for transforming the nation to a globally competitive country. To address the mismatch between skills acquired through training and skills needed by industry and increase the global competitiveness of Kenyan labour force achieve it was necessary to have a paradigm shift by embracing Competency Based Education and Training (CBET).

This Occupational Standard has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The occupational standard is designed and organized into elements and performance criteria, with critical learning aspects; training/learning resources and methods of assessing the trainee’s achievement. The occupational standard is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, NSSC, Nutrition and Dietetics trainers, expert workers and all those who participated in the development of this occupational standard.

**ACKNOWLEDGEMENT**

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

I appreciate the National Sector Skills Committee (SSC) who enabled the development of this occupational standard. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this occupational standard.

I also thank all stakeholders in the Nutrition and Dietetics sector for their valuable input and all those who participated in the process of developing this occupational standard.

I am convinced that this occupational standard will go a long way in ensuring that workers in Nutrition and Dietetics sector will acquire competencies that will enable them to perform their work more efficiently.

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# **ACRONYMS AND ABBREVIATIONS**

ABCs: Airways, Breathing and Circulation

AED: Automated External defibrillator

ARA: Arachidonic acid

CPR: Cardiopulmonary ressucitation

DHA: Docosahexaenoic acid

FBS: Fasting Blood Sugar

FGDs: Focused Group Discussions

GIT: Gastrointestinal Tract

HACCP: Hazard Analysis and Critical Control Point

HB: Hemoglobin

ICT: Information Communication Technology

IMAM: Integrated Management of Acute Malnutrition

KDHS: Kenya Demographic and Health Survey

KNCNDRM: Kenya National Clinical Nutrition and Dietetic Reference Manual

KNDI: Kenya Nutritionists and Dieticians Institute

MCV: Mean Cell Volume

MIYCN: Maternal Infant and Young Child Nutrition

MOH: Ministry of Health

MUAC: Mid-upper Arm Circumference

PPE: Personal Protective Equipment

RBS: Random Blood Sugar

RNA: Ribonucleic acid

SSC: Sector Skill Committee

TB: Tuberculosis

TVET: Technical and Vocational Education and Training

TVETA: Technical and Vocational Education and Training Authority

UNHCR: United Nations High Commissioner for Refugees

UNICEF: United Nations Children’s Fund

WHO: World Health Organization

**KEY TO ISCED UNIT CODE**

# 

**OCCUPATIONAL STANDARD OVERVIEW**

This Nutrition and Dietetics Level 5 Occupational Standard consists of competencies that an individual must have to provide nutrition care, provide maternal, infant and young child nutrition, perform dietetics operations, manage specialized meals, provide nutrition in communicable and non-communicable diseases, manage malnutrition cases and conduct nutrition education and counselling.

**SUMMARY OF UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **Unit Code** | **Unit Name** |
| **0611 451 01A** | Apply Digital Literacy |
| **0915 454 02A** | Apply Principles of Human Nutrition |
| **0915 454 03A** | Apply Nutrition Legal Ethics |
| **0915 454 04A** | Provide Nutrition Care Process |
| **Unit Code** | **Unit Name** |
| **0031 454 05A** | Apply Communication Skills |
| **0915 454 06A** | Apply Knowledge of Human Anatomy and Physiology |
| **0915 454 07A** | Provide Maternal, Infant and Young Child  Nutrition |
| **0915 454 08A** | Conduct Dietetics Operations |
| **Unit Code** | **Unit Name** |
| **0417 454 09A** | Apply Work Ethics and Practices |
| **0915 454 10A** | Provide First Aid Services |
| **0915 454 11A** | Plan and Manage Specialized Meals |
| **0915 454 12A** | Provide Nutrition in Communicable and  Non-Communicable Diseases |
| **Unit Code** | **Unit Name** |
| **0413 454 13A** | Apply Entrepreneurial Skills |
| **0721 454 14A** | Apply Principles of Food Processing and Preservation |
| **0915 454 15A** | Manage Malnutrition Cases |
| **0915 454 16A** | Conduct Nutrition Education and  Counselling |

# **APPLY DIGITAL LITERACY**

**UNIT CODE: 0611 451 01A**

**UNIT DESCRIPTION**

This unit covers the competencies required to apply digital literacy. It involves operating computer devices, solving tasks using the office suite, managing data and information, performing online communication and collaborations, applying cyber security skills, performing online jobs and applying job entry techniques.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace functions | **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. Operate computer devices | * 1. C***omputer device*** usage is determined as per workplace requirements.   2. ***Computer hardware*** is identified according to job requirements.   3. ***Computer software*** is identified according to workplace requirements.   4. Computer devices are turned on or off as per the correct workplace procedure.   5. ***Mouse techniques*** are applied in solving tasks as per workplace requirements.   6. Keyboardtechniques are applied in solving tasks as per workplace requirements.   7. Computer files and folders are created and managed as per workplace requirements.   8. ***Internet connection option***s are identified and applied in connecting computer devices to the Internet.   9. ***External devices*** are identified and connected to the computer devices as per the job requirement. |
| 1. Solve tasks using office suite | 1. ***Word processing concepts***are applied in solving workplace tasks as per job requirements. 2. Worksheet data is entered and prepared in accordance with work procedure. 3. Worksheet data is built and edited in accordance with workplace procedures. 4. ***Data manipulation*** on a worksheet is undertaken in accordance with work requirements. 5. Worksheets are saved and printed in accordance with job requirements. 6. ***Electronic presentation concepts***are applied in solving workplace tasks as per job requirements. |
| 1. Manage data and information | * 1. Office ***internet services*** are identified and applied in accordance with office procedures.   2. ***Internet access applications*** are determined in accordance with office operation procedures.   3. Internet search is performed as per job requirements.   4. Online digital content is downloaded in accordance with workplace requirements.   5. Digital content is identified and backed up in accordance with workplace procedures. |
| 1. Perform online communication and collaboration | * 1. Netiquette principles are observed as per work requirements.   2. Electronic mail communication is executed in accordance with work procedure.   3. Digital content copyright and licenses are identified and applied according to workplace policies and regulatory requirements.   4. ***Online*** ***collaboration tools*** are applied in accordance with workplace policies and regulatory requirements. |
| 1. Apply cybersecurity skills | * 1. ***Data protection*** and ***privacy*** is classified in accordance with workplace policies and regulatory requirements.   2. ***Internet security threats*** are identified as per workplace policies and regulatory requirements.   3. Computer threats and crimes are detected in accordance to Information Management security guideline.   4. ***Cybersecurity control measures*** are applied in accordance with workplace policies and regulatory requirements. |
| 1. Perform online jobs | * 1. ***Online job platforms*** are identified as per the job requirements.   2. Online accounts and profiles are created in accordance with the work requirements.   3. Online jobs are identified according to the bidder’s skillset.   4. Online digital identity is managed according to industry best practices.   5. Online job bidding is done as per the specific job requirements.   6. Online tasks are executed according to the job requirements.   7. Personal online payment account is managed in accordance with financial regulations. |
| 1. Apply job entry techniques | * 1. ***Job opportunities*** are sought based on competencies.   2. A winning resume/CV is developed as per job advertisement.   3. An application/cover letter is developed based on the job advertisement.   4. ***Certificates and testimonials*** are organized as per resume.   5. ***Interview skills*** are demonstrated as per job advertisement. |

**RANGE**

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

| **Variable** | **Range** |
| --- | --- |
| 1. ***Computer devices*** may include but are not limited to: | * Desktops * Laptops * Smartphones * Tablets * Smartwatches |
| 1. ***Computer hardware*** may include but are not limited to: | * The System Unit E.g. Motherboard, CPU, casing, * Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices. * Output Devices e.g. hardcopy output and softcopy output * Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives * Computer Ports e.g. HDMI, DVI, VGA, USB type C etc. |
| 1. ***Computer software*** may include but are not limited to: | * System software e.g. Operating System (Windows, Macintosh, Linux, Android, iOS) * Application Software e.g. Word Processors, Spreadsheets, Presentations etc. * Utility Software e.g. Antivirus programs |
| 1. ***External devices*** may include but are not limited to: | * Printers * Projectors * Smart Boards * Speakers * External storage drives * Digital/Smart TVs |
| 1. ***Word processing concepts*** may include but are not limited to: | * Creating word documents * Editing word documents * Formatting word documents * Saving word documents * Printing word documents |
| 1. ***Mouse techniques*** may include but are not limited to: | * Clicking * Double-clicking * Right-clicking * Drag and drop |
| 1. ***Internet connection*** options may include but are not limited to: | * Mobile Networks/Data Plans * Wireless Hotspots * Cabled (Ethernet/Fiber) * Dial-Up * Satellite * ISDN (Integrated Services Digital Network) |
| 1. ***Data manipulation*** may include but are not limited to: | * Use of formulae * Use of functions * Sorting * Filtering * Visual representation using charts |
| 1. ***Electronic presentation concepts*** may include but are not limited to: | * Creating slides * Editing slides * Formatting slides * Applying slide effects and transitions * Creating and playing slideshows * Saving presentations * Printing slides and handouts |
| 1. ***Internet services*** may include but are not limited to: | * Communication Services * Information Retrieval Services * File Transfer * World Wide Web Services * Web Services * Directory Services * Automatic Network Address Configuration * News Group * Ecommerce |
| 1. ***Internet access applications/software*** may include but are not limited to: | * Browsers * Email Apps * eCommerce Apps |
| 1. ***Online collaboration tools*** may include but are not limited to: | * Online Storage * Online productivity applications * Online meetings, * Online learning environments, * Online calendars * Social networks |
| 1. ***Data protection and privacy*** may include but not limited to: | * Confidentiality of data/information * Integrity of data/information * Availability of data/information |
| 1. ***Internet security threats*** may include but not limited to: | * Malware attacks * Social engineering attacks * Software supply chain attacks * Advanced persistent threats (APT) * Distributed denial of service (DDoS) * Man-in-the-middle attack (MitM) * Password attacks * IoT Attacks * [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks) * [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware) |
| 1. ***Security threats control measures*** may include but not limited to: | * Counter measures against cyber terrorism * Physical Controls * Technical/Logical Controls * Operational Controls |
| 1. ***Online job platforms*** may include but are not limited to: | * Remotask * Data annotation.tech * Cloudworker * Upwork * Oneforma * Appen |
| 1. ***Job opportunities*** may include but not limited to: | * Self-employment * Service provision * Product development * Salaried employment |
| 1. ***Certificates and testimonials*** may include but not limited to: | * Academic credentials * Letters of previous employments/ services rendered * Letters of commendation * Certifications of participation * Awards |
| 1. ***Interview skills*** may include but not limited to: | * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty * Generally knowledgeable in current affairs and technical area |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Computer Hardware and Software Concepts
* Computer Security Concepts (Data security and privacy)
* Cyber security threats and control measures
* Understanding Computer Crimes
* Detection and protection against computer crimes
* Laws governing protection of ICT in Kenya
* Digital Identity Management
* Netiquette Principles
* Fundamentals of Copyright and Licenses
* Word processing;
* Functions and concepts of word processing;
* Documents and tables creation and manipulations;
* Document editing;
* Document formatting;
* Word processing utilities
* Spreadsheets;
* Meaning, types and importance of spreadsheets;
* Components of spreadsheets;
* Functions, formulae, and charts, uses and layout;
* Data formulation, manipulation and application to cells;
* Editing & formatting spreadsheets;
* Presentation Packages;
* Types of presentation Packages.
* Creating, formulating, running, editing, printing and presenting slides and handouts
* Networking and Internet;
* Internet connectivity.
* Browser and digital content management;
* Managing data, information, and digital content
* Electronic mail and World Wide Web
* Fundamentals of Online Working;
* Online Profile Management;
* e-Portfolio Management;
* Online Jobs Bidding;
* Online Payment Systems;
* Job entry techniques
* Job searching sites
* Interview preparation skills
* Interview handling

**Required skills**

The individual needs to demonstrate the following skills:

* Active Listening
* Keyboard Skills
* Mouse Skills
* Analytical Skills
* Creativity
* Interpretation Skills
* Communication
* Spreadsheet Operations (applying fundamental operations such as addition, subtraction, division and multiplication)
* Computer Use Safety Skills
* Document Editing Skills
* Document Formatting Skills
* Document Printing Skills
* Netiquette Skills
* Internet Browsing Skills
* Problem Solving Skills
* Online Collaboration Skills
* Cybersecurity Skills
* CV Writing
* Grooming

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Operated computer devices as per workplace policies and regulations.   2. Solved tasks using the office suite as per workplace policies and regulations.   3. Manage data and information as per workplace policies and regulations.   4. Performed online communication and collaboration as per workplace policies and regulations.   5. Applied cybersecurity skills in accordance with workplace policies and regulations.   6. Executed online tasks according to the job requirements.   7. Searched for job opportunity based on competencies.   8. Prepared job requirement documentations based on job opportunity.   9. Demonstrated interview skills based on the job opportunity. |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| 1. Methods of assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **APPLY PRINCIPLES OF HUMAN NUTRITION**

**UNIT CODE: 0915 454 02A**

**UNIT DESCRIPTION**

This unit describes the competencies required to apply principles of human nutrition. It includes applying knowledge of nutrition, applying knowledge of macronutrients and micronutrients, and applying knowledge of socio-cultural and behavioral perspectives in nutrition.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Apply knowledge of nutrition | 1. Basic nutritional concepts are applied as per Kenya National Clinical Nutrition and Dietetic Reference Manual 2. Orientation to the field of nutrition and dietetics is carried out as per work procedure 3. Roles of the nutrition care team are outlined as per work procedure |
| 1. Apply knowledge of macronutrients | * 1. ***Classes of macronutrients*** are identified as per United Nations Children’s Fund (UNICEF) Food based dietary guideline.   2. Organic food sources for specific categories of macronutrients are identified as per UNICEF Food-based dietary guideline.   3. Functions of macronutrients are identified as per Kenya National Clinical Nutrition and Dietetic Reference Manual   4. Digestion of macronutrients is described as per Kenya National Clinical Nutrition and Dietetic Reference Manual   5. Energy metabolism of macronutrients is determined as per Kenya National Clinical Nutrition and Dietetic Reference Manual   6. ***Macronutrients deficiencies*** are described as per Integrated Management of Acute Malnutrition (IMAM) guideline |
| 1. Apply knowledge of micronutrients | * 1. ***Classes of micronutrients*** are identified as per UNICEF Food-based dietary guideline.   2. Food sources for specific categories of micronutrients are identified as per UNICEF Food-based dietary guideline.   3. Micronutrient functions are determined as per Kenya National Clinical Nutrition and Dietetics Reference Manual   4. ***Micronutrients deficiencies*** are described as per IMAM guideline |
| 1. Apply knowledge of socio- cultural and behavioural perspectives in nutrition | * 1. ***Social factors*** in nutrition are identified as per Kenya Demographic and Health Survey (KDHS)   2. ***Cultural aspects*** in nutrition are identified as per KDHS.   3. ***Behavioural traits*** in nutrition are identified as per KDHS |

**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.

**REQUIRED KNOWLEDGE AND SKILLS**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. ***Classes of macronutrient*** may include but not limited to: | * Carbohydrates * Proteins * Fats/Oils |
| 1. ***Macronutrients deficiencies*** may include but not limited to: | * Marasmus * Kwashiorkor * Marasmic kwashiorkor |
| 1. ***Classes of micronutrients*** may include but not limited to: | * Vitamins * Minerals |
| 1. ***Micronutrients deficiencies*** may include but not limited to: | * Anaemia * Goitre * Beriberi * Pellagra * Scurvy * Vitamin A deficiencies * Vitamin D deficiencies |
| 1. ***Social factors in nutrition*** may include but not limited to: | * Social class * Socio-economic aspects * Knowledge and attitude * Religion |
| 1. ***Cultural aspects in nutrition*** may include but not limited to: | * Cultural notions * Food taboos * Food myths and misconceptions |
| 1. ***Behavioural traits in nutrition***   may include but not limited to: | * Personality traits * Lifestyle changes * Emotional * Personal preferences * Environment |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Anatomy and physiology
* Macro nutrients
* Micro nutrients

**Required skills**

* Organizing skills
* Analytical skills
* Negotiation skills
* Interpersonal skills
* Communication skills
* Evaluation skills
* Problem solving
* Critical thinking

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1.Critical aspects | Assessment requires evidence that the candidate:   * 1. Classified macronutrients as per UNICEF food based dietary guidelines   2. Identified macronutrients deficiencies as per IMAM guidelines   3. Identified classes of micronutrients as per UNICEF Food-based dietary guidelines   4. Identified Micronutrients deficiencies as per IMAM guidelines   5. Determined social cultural and behavioural perspectives in nutrition as per work procedure |
| 2.Resource implications | The following resources should be provided:   * 1. Functional Pharmaceutical technology system   2.2 Laboratories |
| 3.Methods of assessment | Competency may be assessed through   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 4.Context of assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 5.Guidance information for assessment | 5.1 Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **APPLY NUTRITION LEGAL ETHICS**

**UNIT CODE:** **0915 454 03A**

**UNIT DESCRIPTION**

This unit describes competencies required to apply nutrition legal ethics. It involves identifying sources of information on nutrition-legal ethics, applying knowledge of nutrition-legal ethics and applying law enforcement policy on nutrition-legal ethics.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **Elements**  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 sources of information on nutrition-legal ethics | 1. Relevant ***sources of law*** are identified as per work procedure 2. Process of legislation is described as per Legal procedures 3. Acts governing nutrition and dietetics are described as per Act of parliament; Nutritionists and Dieticians Act No. 18 of 2007 |
| 1. Apply knowledge of nutrition-legal ethics | * 1. The ***structure of Kenyan Judicial system*** is described as per the Kenya Constitution 2010   2. Employment terms are described as per the law of contract   3. ***Specific occupations*** ***in nutrition and dietetics*** are identified as per the Kenya Nutritionists and Dieticians Institute (KNDI) Act   4. ***Medical-legal and ethical issues*** in nutrition and dietetics are identified as per medical regulations.   5. Legislations on preservation of life and health are identified as per Kenya Act of parliament |
| 1. Apply law enforcement policy on nutrition-legal ethics | * 1. ***Public health and safety legislation acts*** are identified as per Kenya Constitution 2010   2. Pharmacy and poisons legislations are identified as per the Kenya Constitution 2010   3. Registration of trade and service marks procedures are identified as per Kenya Constitution 2010   4. Principles and claims procedures in insurance are identified as per the law of insurance   5. Legislations and regulations on trade licensing are identified as per administrative and licensing law. |

**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** |
| ***Source of law*** may include but not limited to: | * Kenya Constitution 2010 * Judicial precedence * Religious law * Relevant legislation * Common law and equity * International law * Customary law |
| ***Structure of Kenyan Judicial system*** may include but not limited to: | * Supreme court * Court of appeal * High court * Magistrates court * Tribunal |
| ***Specific occupations in nutrition and dietetics*** may include but not limited to: | * Clinical nutrition * Clinical dietician * Community nutrition * Food service * Public health nutrition * Sports nutrition |
| ***Medical legal and ethical issues in nutrition and dietetics*** may include but not limited to: | * Negligence * Malpractice * Impropriety * Licensing and registration * Confidentiality * Equity and justice |
| ***Public health and safety legislation acts*** may include but not limited to: | * Drugs Act * Public Health Act * Occupational Safety and Health Act * Food and chemicals Substances act |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate ability to:

* Communication Skills
* Administrative skills
* Leadership skills
* Interpersonal skills
* Observation skills
* Investigative skills
* Critical thinking

**Required Knowledge**

The individual needs to demonstrate knowledge of;

* Sources of law
* Law and morality
* Medical-legal issues
* Code of ethics in nutrition and dietetics
* Criminal and tort law
* Law of contracts
* Work procedure
* Health organization structure/protocol
* Labour laws
* Acts of Parliament related to 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. Identified relevant sources of law as per work procedure   2. Described process of legislation as per Legislative Process in Kenya guideline.   3. Described Acts governing nutrition and dietetics as per Act of parliament; Nutritionists and Dieticians Act No. 18 of 2007   4. Described the structure of Kenyan Judicial system as per the Kenya Constitution 2010   5. Described employment terms as per the law of contract   6. Identified specific occupations in nutrition and dietetics are identified as per the KNDI Act   7. Identified medical-legal and ethical issues in nutrition and dietetics as per Health Act   8. Identified public health and safety legislation acts as per Kenya Public Health Act   9. Identified registration of trade and service marks procedures are identified as per Intellectual Property Act.   10. Identified principles and claims procedures in insurance as per the law of insurance   11. Identified legislations and regulations on trade licensing as per administrative and licensing law |
| 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 in this unit may be assessed through:   1. Written assessment 2. Portfolio of Evidence 3. Oral questions 4. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **PROVIDE NUTRITION CARE PROCESS**

**UNIT CODE: 0915 454 04A**

**UNIT DESCRIPTION**

This unit describes competencies required to provide nutrition care. It involves performing nutrition assessment, formulating nutrition diagnosis, implementing, monitoring and evaluating nutrition intervention.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **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. Perform nutrition assessment | 1. ***PPEs*** are donned as per work procedure 2. ***Anthropometric measurement tools*** are identified as per MoH assessment guideline. 3. ***Anthropometric assessment*** is carried out and interpreted as per MoH assessment guideline. 4. ***Biochemical parameters*** are identified and interpreted as per MoH assessment guideline. 5. ***Clinical and physical assessments*** is conducted as per MOH assessment guideline. 6. ***Dietary assessments*** are carried out as per MoH assessment guideline. 7. ***Social economic assessment*** is carried out as per MoH assessment guideline. 8. ***Functionality assessments*** are conducted as per MoH assessment guideline. 9. Assessment data is documented in MoH reporting tools as per MoH assessment guideline. |
| 1. Formulate nutrition diagnosis | * 1. ***Underlying*** ***medical condition*** of the client is determined as per client medical records.   2. Client’s nutrition related problem is established and classified as per the nutrition assessment report.   3. ***Etiology******and contributing risk factors*** are established as per nutrition assessment report.   4. Nutrition condition Signs and Symptoms are documented as per work procedure.   5. Nutrition diagnosis is documented as per nutrition assessment guideline. |
| 1. Implement nutrition intervention | * 1. ***Nutrition need*** is prioritized as per client nutrition diagnosis.   2. Appropriate ***nutrition intervention*** is selected as per client nutrition need.   3. Intervention plan is designed as per client nutrition need.   4. Designed intervention plan is implemented as per Kenya National Clinical Nutrition and Dietetics Reference Manual. |
| 1. Monitor and evaluate nutrition intervention | * 1. ***Key indicators*** are identified as per Kenya National Clinical Nutrition and Dietetics Reference Manual   2. Monitoring schedule is developed as per work procedure.   3. Client progress intervention is monitored and evaluated as per work procedure.   4. Intervention outcomes are documented as per work procedure. |

**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. ***PPEs*** may include but not limited to: | * Mask * Dust coat or gown * Closed shoes * Gloves |
| 1. ***Anthropometric measurement tools*** may include but not limited to: | * Weighing scale * MUAC tapes * Stadiometer * Reference charts * Tape measure * Skinfold calipers |
| 1. ***Anthropometric assessment*** may include but not limited to: | * Body mass index * MUAC measurement * Head circumference * Waist hip ratio * Skinfold thickness * Height * Weight * Age |
| 1. ***Biochemical parameters*** may include but not limited to: | * Mean Cell Volume (MCV) * Hemoglobin (HB) * Random Blood Sugar (RBS) /Fasting Blood Sugar (FBS) * UREA * Na+ * K+ |
| 1. ***Clinical and physical assessments*** may include but not limited to: | * Palour * Hair colour/texture * Sunken Eyes * Oedema * Ambulation * Bleeding gums |
| 1. ***Dietary assessments may*** include but not limited to: | * 24hr Recall * Food Frequency Questionnaire * Food Records/history |
| 1. ***Functionality assessments*** may include but not limited to: | * Hand grip * Sit to stand test * Posture |
| 1. ***Underlying nutrition condition*** may include but not limited to: | * Gastrointestinal disorders * Metabolic disorders * Malabsorption syndromes * Protein energy malnutrition * Chronic diseases * Neurological conditions |
| 1. ***Etiology and contributing risk factors*** may include but not limited: | * Excess/inadequate Calorie Intake * Excess/inadequate Fat Intake * Excess/inadequate Protein Intake * Excess/inadequate micronutrients * Poverty * Food insecurity * Cultural restrictions |
| 1. ***Nutrition need*** may include but not limited to: | * Micronutrients * Macronutrients |
| 1. ***Nutrition intervention*** may include but not limited to: | * Supplementation * Education and counselling * Diet planning * Deworming |
| 1. ***Key indicators*** may include but not limited to: | * Anthropometric * Biochemical * Clinical * Dietary |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Nutrition and disease
* Macro and micro nutrients
* Biochemical analysis
* Food Microbiology
* Medical Biochemistry
* Human Anatomy and Physiology
* Professional Ethics and code of Conduct
* Monitoring and evaluation

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Critical thinking skills
* Problem solving
* Decision making skills
* Leadership skills
* Administrative skills
* Observation skills
* Interviewing skills
* Organizational skills
* Time management
* Digital skills
* Critical thinking skills
* Mathematical skills/numeracy
* Report writing
* Counseling skills

**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 anthropometric measurement methods and tools as per MoH assessment guideline. 2. Carried out and interpreted anthropometric assessment as per MoH assessment guideline. 3. Identified and interpreted biochemical parameters as per MOH assessment guideline. 4. Conducted Clinical and physical assessments as per indicators and MOH assessment guideline. 5. Carried out dietary assessments as per MOH assessment guideline. 6. Documented assessment data in MOH reporting tools as per MOH guideline. 7. Established and classified client’s nutrition related problem as per the nutrition assessment report 8. Established etiology and contributing risk factors as per nutrition assessment report. 9. Documented nutrition diagnosis as per nutrition assessment guidelines 10. Formulated therapeutic diet plans as per MOH guidelines 11. Implemented therapeutic diet plans as per MOH guidelines 12. Assessed client nutrition intake and response to intervention as per work procedure 13. Documented intervention changes in care plan as per work procedure 14. Implemented intervention changes as per work procedure 15. Conducted Nutrition reassessment as per the MOH assessment guideline |
| 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. Assessment tools/Materials relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Project 3. Portfolio of Evidence 4. Written assessment 5. Oral questions 6. Third party report |
| 1. Context of Assessment | Competency may be assessed at the workplace or in a simulated environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# **APPLY COMMUNICATION SKILLS**

**UNIT CODE: 0031 454 05A**

**UNIT DESCRIPTION**

This unit covers the competencies required to apply communication skills. It involves applying communication channels, applying written communication, applying non-verbal skills, oral communication and group communication skills.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Apply communication channels | 1. Specific communication channels are identified and applied based on workplace requirements. 2. Challenges are identified and addressed as per the operational standards of the organization. 3. Communication channels are evaluated to meet workplace needs. |
| 1. Apply written communication skills | * 1. Types of written communication are identified and applied according to the workplace requirements.   2. Written communication needs are identified and implemented according to workplace procedures.   3. Written communication guideline. are analyzed, evaluated, and revised based on workplace needs. |
| 1. Apply non-verbal communication skills | 3.1 Existing non-verbal communication techniques are identified and applied based on organization policy.  3.2 Non-verbal communication techniques are articulated and modeled to enhance inclusivity according to workplace requirements. |
| 1. Apply oral communication skills | 4.1 Types of oral communication are identified and established as per organization policy.  4.2 Pathways of oral communication are identified and established as per organization policy.  4.3 Pathways of oral communication are reviewed according to organization procedures.  4.4 Pathways of oral communication are maintained according to the organization standards. |
| 1. Apply group communication skills | 1. Group communication strategies are appliedbased on the workplace needs. 2. Groups are organized in accordance with workplace procedures. 3. Effective questioning, listening and non-verbal communication techniques are used as per needs.   5.4 Group communication challenges are identified and addressed according to the workplace needs. |

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication process
* Dynamics of groups
* Styles of group leadership
* Key elements of communications strategy
* Principles of effective communication
* Turn-taking techniques
* Conflict resolution techniques
* Work planning
* Work organization
* Company policies
* Company operations and procedure standards
* Fundamental rights at the workplace
* Personal hygiene
* Accountability
* Workplace problems and how to deal with them

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Interpretation
* Negotiation
* Writing
* Oral skills
* Creative thinking
* Critical thinking
* Decision making
* Analytical
* Innovation
* Conflict skills
* Leadership
* Problem solving skills
* Management
* Organizational
* Teamwork

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency. | Assessment requires evidence that the candidate:   * 1. Identified and applied specific communication channels based on workplace requirements.   2. Identified and applied specific written communication correspondence according to the workplace requirements.   3. Applied and developed non-verbal strategies to communicate in all areas of the workplace requirements.   4. Established pathways of oral communication as per work procedure.   5. Applied group communication strategies based on workplace needs. |
| 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. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY KNOWLEDGE OF HUMAN ANATOMY AND PHYSIOLOGY**

**UNIT CODE: 0915 454 06A**

**UNIT DESCRIPTION**

This unit standard specifies the competencies required to apply knowledge of human anatomy and physiology. It involves applying knowledge of organization of the human body, applying knowledge of body fluids and their functions , applying knowledge of body tissues, membranes and their functions, applying knowledge of body cavities, applying knowledge of the human skeletal system and body joints, applying knowledge of the major muscles of the body and their functions, applying knowledge of circulatory and lymphatic systems and their functions, applying knowledge of the endocrine system and its functions, applying knowledge of the nervous system special senses and their functions, applying knowledge of the digestive system and its functions, applying knowledge of the urinary system and reproductive systems and their functions and applying knowledge of the respiratory system and its functions.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Apply knowledge of organization of the human body | 1. Anatomical structures, positions, planes and directions are outlined as per work procedure 2. Knowledge of ***human body organization*** is applied as per work procedure 3. ***Human cell structures*** are described as per work procedure 4. Human cell cycle is outlined as per work procedure 5. ***Homeostasis*** is described as per work procedure |
| 1. Apply knowledge of body fluids and their functions | * 1. ***Divisions of the body fluid*** are identified as per work procedure   2. Importance of body fluids is outlined as per work procedure   3. ***Body electrolytes*** are identified as per work procedure |
| 1. Apply knowledge of body tissues, membranes and their functions. | * 1. ***Types and structure of tissues*** are described as per work procedure   2. Functions of tissues are described as per work procedure   3. ***Types and structures of body membranes*** are described as per work procedure and work procedure   4. Functions of membranes are described as per work procedure |
| 1. Apply knowledge of body cavities | * 1. ***Body cavities*** are identified as per work procedure and work procedure   2. Contents of body cavities are described as per work procedure and work procedure   3. Functions of body cavities are described as per work procedure |
| 1. Apply knowledge of the human skeletal system and body joints | * 1. ***Structure of the human skeleton*** is described as per work procedure.   2. Components of the axial skeleton are described as per work procedure.   3. Components of the appendicular skeleton are described as per work procedure.   4. ***Joints*** are described as per work procedure   5. Disorders of the skeletal system are described as per work procedure |
| 1. Apply knowledge of the major muscles of the body and their functions | * 1. Structure of muscles are identified as per work procedure   2. ***Types of muscles*** are outlined as per work procedure   3. Disorders of the muscles are identified as per work procedure |
| 1. Apply knowledge of circulatory and lymphatic systems and their functions | * 1. ***Structure of the circulatory system*** is outlined as per work procedure   2. Blood circulationisdescribed as per work procedure   3. Functions of the circulatory system are described as per work procedure   4. ***Components of lymphatic system*** are identified as per work procedure   5. Functionsof the lymphatic system are described as per work procedure   6. Disorders of the circulatory and lymphatic system are described as per work procedure |
| 1. Apply knowledge of the endocrine system and its functions | * 1. ***Components of endocrine system*** are identified as per work procedure   2. Glands and their hormones are described as per work procedure   3. Endocrine disorders are described as per work procedure |
| 1. Apply knowledge of the nervous system special senses and their functions | * 1. ***Neurons*** are described as per work procedure   2. ***Divisions of the nervous system*** are described as per work procedure   3. Nervous reflexes and impulses are described as per work procedure   4. Disorders of the nervous system are described as per work procedure   5. Structures and functions of sensory organs are described as per work procedure and work procedure   6. Disorders of the sensory organs are described as per work procedure |
| 1. Apply knowledge of the digestive system and its functions | * 1. Structure and functions of ***digestive system*** is described as per work procedure   2. Process of digestion is described as per work procedure   3. Disorders of the digestive system are described as per work procedure |
| 1. Apply knowledge of the urinary system and reproductive system | * 1. Structure of ***urinary system*** is described as per work procedure   2. Process of urine formation is described as per work procedure   3. Acid base balance is described as per work procedure   4. Disorders of the urinary system are described as per work procedure   5. Structure of the ***human reproductive system*** are identified as per work procedure   6. Fertilization process is described as per work procedure   7. Disorders of the reproductive system are described as per work procedure |
| 1. Apply knowledge of the respiratory system and its functions | * 1. ***Respiratory system*** structure is described as per work procedure   2. Respiration process is described as per work procedure   3. Disorders of the respiratory system are described as per work procedure |

**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. ***Human body organization*** may include but not limited to: | * Cell * Tissue * Organs * Organ system |
| 1. ***Human cell structures*** may include but not limited to: | * Cell membrane * Nucleus * Mitochondria * Cytoplasm * Ribosomes |
| 1. ***Homeostasis*** may include but not limited to: | * Positive feedback * Negative feedback |
| 1. ***Divisions of the body fluid*** may include but not limited to: | * Intracellular fluids * Extracellular fluids |
| 1. ***Body electrolytes*** may include but not limited to: | * Sodium * Potassium * Magnesium * Chloride * Iodine |
| 1. ***Types and structures of tissues*** may include but not limited to: | * Epithelial tissue * Connective tissue * Muscular tissue * Nervous tissue |
| 1. ***Types and structures of body membranes*** may include but not limited to: | * Epithelial * Connective |
| 1. ***Body cavities*** may include but not limited to: | * Dorsal cavity * Ventral cavity |
| 1. ***Structure of the human skeleton*** may include but not limited to: | * Axial skeleton * Appendicular skeleton |
| 1. ***Joints may include*** but not limited to: | * Movable joint * Immovable joint |
| 1. ***Types of muscles*** may include but not limited to: | * Skeletal muscles * Smooth muscles * Cardiac muscles |
| 1. ***Structure of the circulatory system*** may include but not limited to: | * Blood * Blood vessels * Heart |
| 1. ***Components of endocrine system*** may include but not limited to: | * Glands * Hormones |
| 1. ***Neurons*** may include but not limited to: | * Structure of neuron * Types of neurons   + Sensory neurons   + Motor neurons   + Interneurons |
| 1. ***Divisions of nervous system*** may include but not limited to: | * Central Nervous system * Peripheral Nervous system |
| 1. ***Sensory organs*** may include but not limited to: | * Eye * Ear * Nose * Tongue * Skin |
| 1. ***Digestive system*** may include but not limited to: | * Upper Gastrointestinal Tract * Lower Gastrointestinal Tract |
| 1. ***Urinary system*** may include but not limited to: | * Kidney * Nephron * Ureter * Urinary bladder * Urethra |
| 1. ***Human reproductive system*** may include but not limited to: | * Male Reproductive system * Female Reproductive system |
| 1. ***Respiratory system*** may include but not limited to: | * Nose * Trachea * Bronchi * Lungs * Diaphragm |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Anatomical terms
* Divisions of anatomy
* Organization of the human body
* Homeostasis
* Cell division
* Tissues and membranes
* Bones
* Joints
* Systemic anatomy

**Required Skills**

The individual needs to demonstrate ability in:

* Communication Skills
* Interpersonal skills
* Observation skills
* Problem solving
* Organizational skills
* Time management
* Digital skills
* Critical thinking skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Outlined anatomical structures, positions, planes and directions as per work procedure 2. Applied knowledge of human body organization as per work procedure 3. Described types and structure of tissues as per work procedure 4. Identified body cavities as per work procedure and work procedure 5. Described structure of the human skeleton as per work procedure 6. Described components of the axial skeleton as per work procedure 7. Described components of the appendicular skeleton as per work procedure 8. Described joints as per work procedure and work procedure 9. Identified structure of muscles as per work procedure 10. Outlined types of muscles as per work procedure 11. Outlined structure of circulatory system as per work procedure 12. Described blood circulation as per work procedure 13. Described neurons as per work procedure 14. Described divisions of the nervous system as per work procedure 15. Described structures and functions of sensory organs as per work procedure 16. Described structure and functions of digestive system as per work procedure 17. Described fertilization process as per work procedure 18. Described respiratory system structure as per work procedure |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place   2. Human anatomical models   3. Access to relevant reference materials |
| 1. Methods of assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **PROVIDE MATERNAL, INFANT AND YOUNG CHILD NUTRITION**

**UNIT CODE: 0915 454 07A**

**UNIT DESCRIPTION**

This unit standard specifies the competencies required to provide maternal, infant and young child nutrition. It involves providing nutrition in pregnancy, providing nutrition in lactation, providing infant nutrition and providing young child nutrition.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **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. 1. Provide nutrition in pregnancy | 1. ***Nutritional needs*** ***before and during pregnancy*** are assessed as per MIYCN guideline. 2. ***Pregnancy related complications*** are identified as per MIYCN guideline. 3. ***Nutrition intervention*** ***before and during pregnancy*** plan is developed as per identified maternal needs 4. Nutrition intervention is carried out as per MIYCN guideline. 5. ***Nutrition intervention before and during pregnancy*** ***is monitored***, ***evaluated and documented*** as per MIYCN guideline. |
| 1. 2. Provide nutrition in lactation | * 1. ***Nutrition needs during lactation*** are assessed as per MIYCN guideline.   2. ***Breastfeeding complications*** are identified as per MIYCN guideline.   3. Individualized nutrition intervention plan is developed as per clients’ nutritional need   4. Nutrition intervention is carried out as per MIYCN guideline.   5. ***Nutrition intervention is monitored, evaluated and*** documented as per MIYCN guideline. |
| 1. 3. Provide infant nutrition | * 1. ***Infant nutrition needs*** are assessed as per the MIYCN guideline.   2. ***Infancy nutrition complications*** are identified as per MIYCN guideline.   3. Nutrition intervention plan is developed as per infant's needs   4. ***Infant nutrition intervention*** is carried out as per MIYCN guideline.   5. ***Infant nutrition intervention is monitored***, ***evaluated and documented*** as per MIYCN guideline. |
| 1. 4. Provide young child nutrition | * 1. ***Young child nutrition needs*** are assessed as per the MIYCN guideline.   2. ***Young Child nutrition complications*** is identified as per MIYCN guideline.   3. Young child nutrition intervention plan is developed as per MIYCN guideline   4. ***Young child nutrition intervention*** is undertaken as per MIYCN guideline.   5. ***Young child nutrition*** ***intervention is monitored, evaluated and documented*** as per MIYCN guideline. |

**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. ***Nutritional needs*** ***before and during pregnancy*** may include but not limited to: | * Anthropometry * Biochemical assessments * Clinical monitoring * Dietary assessments * Iron * Iodine * Vitamin D * Folic acid * Macronutrients |
| 1. ***Pregnancy related complications*** may include but not limited to: | * Gestational diabetes * Ectopic pregnancy * Anaemia * Preterm * Depression and anxiety * Pica * Stillbirth * Miscarriage * Pre-eclampsia |
| 1. ***Nutrition intervention*** ***before and during pregnancy*** may include but not limited to: | * Supplementation * Diet planning * Deworming * Education and counselling |
| 1. ***Monitoring nutrition intervention*** ***before and during pregnancy*** may include but not limited to: | * Anthropometry * Biochemical assessments * Dietary assessments * Clinical monitoring * Direct observations |
| 1. ***Nutrition needs during lactation*** may include but not limited to: | * Energy requirements * Macronutrients requirements * Calcium * Iron * Iodine * Vitamin D * Folic acid |
| 1. ***Breastfeeding complications*** may include but not limited to: | * Sore/cracked nipples * Breast engorgement * Mastitis * Nipple vasospasm * Inverted nipples * Flat nipples |
| 1. ***Infant nutrition needs*** may include but not limited to | * Anthropometry * Biochemical assessments * Clinical monitoring * Dietary assessments * Macronutrients * Iron * Calcium * Vitamin D * Zinc * Vitamin A * Vitamin B12 * Essential Fatty Acids (DHA and ARA) * Fibre * Fluids |
| 1. ***Infancy nutrition complications*** may include but not limited to: | * Malnutrition * Iron deficiency * Vitamin D deficiency * Overfeeding * Inappropriate formula feeding * Breast feeding issues * Cleft palate * Oral thrush * Tongue tie * Infections and contaminations * Dehydration * Food allergies and intolerances * Failure to thrive |
| 1. ***Infant nutrition intervention*** may include but not limited to: | * Breast feeding promotion * Formula feeding guideline. * Complementary feeding introduction * Supplementation * Dehydration management * Allergies and food intolerances management * Diet planning * Deworming * Education and counselling |
| 1. ***Monitoring infant nutrition intervention*** may include but not limited to: | * Growth and development monitoring * Anthropometry * Dietary assessment * Clinical monitoring * Biochemical assessment |
| 1. ***Young child nutrition needs*** may include but not limited to: | * Anthropometry * Biochemical assessments * Clinical monitoring * Dietary assessments * Energy needs * Macronutrient needs * Vitamin A * Vitamin D * Vitamin C * B vitamins * Calcium * Iron * Zinc * Fiber * Water |
| 1. ***Young Child nutrition condition*** may include but not limited to: | * Malnutrition * Micronutrient deficiency * Overnutrition and obesity * Food allergies and intolerances * Infections and contaminations * Developmental delays * Dental issues |
| 1. ***Monitoring young child nutrition intervention*** may include but not limited to: | * Growth and development monitoring * Anthropometry * Dietary assessment * Clinical monitoring * Biochemical assessment |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Behavioral and psychological knowledge
* Public health knowledge
* Food safety and hygiene
* Emergency and crisis nutrition
* Monitoring and evaluation
* Planning and organizing health education and counselling
* Implementation of health education and counselling program
* Advocacy and support systems in maternal, infancy and child health
* Professional ethics and code of conduct
* Documentation

**Required Skills**

The individual needs to demonstrate ability in:

* Communication Skills
* Leadership skills
* Interpersonal skills
* Observation skills
* Interviewing skills
* Problem solving
* Organizational skills
* Time management
* Digital skills
* Critical thinking skills
* Report writing
* Counseling skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Assessed nutritional need before and during pregnancy as per MIYCN guideline. 2. Identified pregnancy related complications as per MIYCN guideline. 3. Carried out nutrition intervention in pregnancy as per MIYCN guideline. 4. Monitored, evaluated and documented nutrition care progress in pregnancy as per MIYCN guideline. 5. Assessed nutrition needs during lactation as per MIYCN 6. Identified breastfeeding complications as per MIYCN guideline. 7. Developed individualized nutrition intervention plan for breastfeeding as per clients’ nutritional need 8. Carried out nutrition intervention for breastfeeding as per MIYCN guideline. 9. Monitored and evaluated nutrition intervention for breastfeeding as per MIYCN guideline. 10. Assessed infant nutrition needs as per the MIYCN guideline. 11. Identified infancy nutrition complications as per MIYCN guideline. 12. Developed nutrition intervention plan as per infants’ and needs 13. Carried out nutrition intervention in infants as per MIYCN guideline. 14. Monitored, evaluated and documented infant nutrition intervention as per MIYCN guideline. 15. Assessed young child nutrition needs as per the MIYCN guideline. 16. Identified young child nutrition conditions as per MIYCN guideline. 17. Undertook nutrition intervention in young child is as per MIYCN guideline. 18. Monitored, evaluated and documented infant nutrition intervention as per MIYCN guideline. |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place   2. Access to relevant work environment   3. Resources relevant to the proposed activities or tasks |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Project 3. Portfolio of Evidence 4. Written assessment 5. Oral questions 6. Third party report |
| 1. Context of assessment | Competency may be assessed at the workplace or in a simulated environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **CONDUCT DIETETICS OPERATIONS**

**UNIT CODE: 0915 454 08A**

**UNIT DESCRIPTION**

This unit describes competencies required to conduct dietetic operations. It involves assessing client’s mode of feeding, carrying out diet modification, administration of enteral nutrition, parenteral nutrition and prescription of nutrient supplement, functional foods and nutraceuticals, managing drug-nutrient interactions. It also involves managing nutrition in burns.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are sampled statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Assess client’s mode of feeding | 1. Client Gastrointestinal tract (GIT) functionality is assessed as per Kenya National Clinical Nutrition and Dietetics Reference Manual 2. Appropriate ***mode of feeding*** is determined as per Kenya National Clinical Nutrition and Dietetics Reference Manual 3. Client mode of feeding is documented as per work procedure |
| 2. Carry out diet modification | * 1. Client’s ***dietary needs*** are assessed as per Kenya National Clinical Nutrition and Dietetics Reference Manual   2. Client’s ***diet modification*** is developed as per work procedure   3. Diet modification is documented and disseminated as per work procedure |
| 1. 3.Administer enteral nutrition | * 1. ***PPEs*** are donned as per work procedure.   2. ***Enteral nutrition route*** is identified as per client’s condition.   3. ***Enteral nutrition feeds*** are prepared as per client’s needs   4. Enteral nutrition feeds are administered as per clinical nutritional manual.   5. Enteral nutrition feed tolerance is monitored as per Kenya National Clinical Nutrition and Dietetics Reference Manual   6. Documentation of enteral feeding administration as per clinical nutrition and dietetics reference manual |
| 1. 4. Administer parenteral nutrition | * 1. ***Parenteral nutrition routes*** are identified as per Kenya National Clinical Nutrition and Dietetics Reference Manual   2. ***Specific parenteral formula*** is prescribed as per Kenya National Clinical Nutrition and Dietetics Reference Manual   3. Parenteral nutrition is administered as per Kenya National Clinical Nutrition and Dietetics Reference Manual   4. ***Complications of parenteral nutrition*** are examined and managed as per Kenya National Clinical Nutrition and Dietetics Reference Manual   5. Administration of parenteral formula is documented and disseminated as per work procedure |
| 1. 5. Prescribe nutrient supplement, functional foods and nutraceuticals | * 1. Nutrient supplements, functional foods and nutraceuticals are identified as per client needs   2. Nutrient supplements, functional foods and nutraceuticals are prescribed as per work procedure.   3. Prescribed nutrient supplements, functional foods and nutraceuticals are documented as per work procedure. |
| 1. 6. Manage drug-nutrient interaction | * 1. Client treatment regimen is reviewed as per client medical record   2. Specific ***drug-nutrient interaction*** is identified as per Kenya National Clinical Nutrition and Dietetics Reference Manual   3. Specific drug-nutrient interaction is addressed as per the Kenya Clinical Nutrition Guideline Manual   4. Specific drug-nutrient interaction is documented as per Kenya National Clinical Nutrition and Dietetics Reference Manual |
| 7.Manage nutrition in burns | * 1. Burn injury is assessed as per the Kenya Clinical Nutrition Guideline Manual   2. Specific diet plan is developed as per the Kenya National Clinical Nutrition and Dietetics Reference Manual   3. Diet plan is implemented as per the work procedure.   4. Nutrition intervention progress is monitored and documented as per work procedure   5. Nutrition intervention outcome is evaluated as per work procedure. |

**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. ***Mode of feeding*** may include but not limited to: | * Oral feeding * Enteral feeding * Parenteral feeding |
| 1. ***2. Dietary needs*** may include but not limited to: | * Protein * Carbohydrates * Fats * Vitamins * Minerals |
| 1. ***3. Diet modification*** may include but not limited to: | * Low residue diet * High protein diet * High protein high caloric diet |
| 1. ***4. PPEs*** may include but not limited to: | * Mask * Dust coat or gown * Closed shoes * Gloves * Head cover * Rubber boots |
| 1. ***5. Enteral nutrition route*** may include but are not limited to: | * Nasogastric * Nasojejunal * Nasoduodenal * Oesophagostomy |
| 1. ***6. Enteral nutrition feeds*** may include but is not limited to: | * low residue diet * high protein diet * high protein high caloric diet |
| 1. ***7. Parenteral nutrition routes*** may include but is not limited to: | * Peripheral parenteral nutrition * Central parenteral nutrition |
| 1. ***8. Specific parenteral formula*** may include but is not limited to: | * Macronutrients * Micronutrients |
| 1. ***9. Complications of parenteral nutrition*** may include but is not limited to: | * Hyper glycaemia * Hypoglycaemia * Hypophosphatemia * cholestasis |
| ***10. Drug-nutrient interaction*** may include but is not limited to | * Warfarin and Vitamin K-rich foods * Antihypertensive medications and potassium-rich food |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Nutrition and diseases
* Macro and micronutrients
* Biochemical analysis
* Food microbiology
* Human anatomy and physiology
* Medical biochemistry
* Monitoring and evaluation
* Professional ethics and code of conduct

**Required skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Critical thinking skills
* Problem solving skills
* Decision making skills
* Leadership skills
* Observation skills
* Interviewing skills
* Organization skills
* Time management skills
* Digital skills
* Mathematical skills
* Report writing skills
* Counselling skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   1. Determined appropriate mode of feeding as per Kenya National Clinical Nutrition and Dietetics Reference Manual 2. Assessed client’s dietary needs as per Kenya National Clinical Nutrition and Dietetics Reference Manual 3. Developed client’s diet modification as per work procedure. 4. Prepared enteral nutrition feeds as per client’s needs 5. Prescribed Specific parenteral formula as per Kenya National Clinical Nutrition and Dietetics Reference Manual 6. Administered Parenteral nutrition as per Kenya National Clinical Nutrition and Dietetics Reference Manual 7. Examined and managed complications of parenteral nutrition as per Kenya National Clinical Nutrition and Dietetics Reference Manual 8. Prescribed Nutrient supplements, functional foods and nutraceuticals as per Work procedure. 9. Addressed specific drug-nutrient interaction as per the Kenya Clinical Nutrition Guideline Manual 10. Developed specific diet plan as per the Kenya National Clinical Nutrition and Dietetics Reference Manual 11. Implemented diet plan as per the work procedure. 12. Monitored and documented Nutrition intervention progress as per work procedure 13. Evaluated nutrition intervention outcome as per work procedure |
| 2.Resource implications | The following resources should be provided:   1. An appropriately simulated environment where assessment can take place 2. Access to the relevant work environment 3. Resources relevant to the proposed activities or tasks |
| 1. 3.Methods of assessment | Competency in this unit may be assessed through:  Examples:   1. Practical 2. Project 3. Portfolio of Evidence 4. Written assessment 5. Oral questions 6. Third party report |
| 4.Context of assessment | Competency may be assessed at the workplace or in a simulated environment |
| 1. 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **APPLY WORK ETHICS AND PRACTICES**

**UNIT CODE: 0417 454 09A**

**UNIT DESCRIPTION**

This unit covers competencies required to effectively apply work ethics and practices. It involves the ability to conduct self-management, promote ethical work practices and values, promote teamwork, maintain professional and personal development, applying problem-solving skills and promote customer care.

**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 Range*** |
| --- | --- |
| 1. Apply self-management skills | 1. Personal vision, mission and goals are formulated based on potential and concerning organization objectives and strategic plan 2. Self-esteem and a positive self-image are developed and maintained based on value 3. Emotional intelligence and stress management are demonstrated as per workplace requirements. 4. Assertiveness is developed and maintained based on the requirements of the job. 5. Accountability and responsibility for one's actions are demonstrated based on workplace instructions. 6. Time management, attendance and punctuality are observed as per the organization’s policy. 7. Personal goals are managed as per the organization’s objective 8. Self-strengths and weaknesses are identified based on personal objectives 9. Motivation, initiative and proactivity are utilized as per the organization policy 10. Individual performance is evaluated and monitored according to the agreed targets. |
| 1. Promote ethical work practices and values | 1. Integrity is demonstrated as per acceptable norms 2. Codes of conduct is applied as per the workplace requirements 3. Policies and guideline. are observed as per the workplace requirements 4. Professionalism is exercised in line with organizational policies |
| 1. Promote team work | 3.1 ***Teams*** are formed to enhance productivity based on organization’s objectives  3.2 Duties are assigned to teams under the organization policy.  3.3 Team activities are managed and coordinated as per set objectives.  3.4 Team performance is evaluated based on set targets as per work procedure.  3.5 ***Conflicts*** are resolved between team members in line with organization policy.  3.6 Gender and diversity-related issues are identified and mainstreamed in accordance with work procedure.  3.7 Healthy ***relationships*** are developed and maintained in line with the workplace.  3.8 Adaptability and flexibility are applied in dealing with team members as per workplace policies |
| 1. Maintain professional and personal development | 4.1 ***Personal growth and development*** needs are identified and assessed in line with the requirements of the job.  ***4.2 Training and career opportunities*** are identified and utilized based on job requirements.  4.3 ***Resources*** for training are mobilized and allocated based on organizations and individual skills needs.  4.4 Licenses and certifications relevant to the job and career are obtained and renewed as per policy.  4.5 Recognitions are sought as proof of career advancement in line with professional requirements.  4.6 Work priorities and personal commitments are balanced and managed based on the requirements of the job and personal objectives.  4.7 Dynamism and on-the-job learning are embraced in line with the organization’s goals and objectives. |
| 1. Apply problem solving skills | 5.1 ***Creative, innovative*** and practical solutions are developed based on the problem  5.2 Independence and initiative in identifying and solving problems are demonstrated based on the requirements of the job.  5.3 Team problems are solved as per the workplace guideline.  5.4 Problem-solving strategies are applied as per the workplace guideline.  5.5 Problems are analyzed and assumptions tested as per the context of data and circumstances |
| 1. Promote customer care | 6.1 Customers' needs are identified based on their characteristics  6.2 Customer ***feedback*** is allowed and facilitated in line with organization policies.  6.3 Customer concerns and complaints are analyzed and resolved in line with the set organizational culture.  6.4 Proactive customer outreach programs are implemented as per organizational policies  6.5 Customer retention strategies are developed and implemented in line with the organizational policy |

**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. ***Feedback*** may include but not limited to: | * Verbal * Written * Informal * Formal |
| 1. ***Conflicts*** may include but are not limited to: | * Interpersonal Conflict. * Intrapersonal Conflict. * Intergroup Conflict. * Intragroup Conflict. |
| 1. ***Relationships*** may include but not limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 1. ***Team*** may include but not limited to: | * Small work group * Staff in a section/department * Inter-agency group * Virtual teams |
| 1. ***Personal growth*** may include but not limited to: | * Growth in the job * Career mobility * Gains and exposure the job gives * Net workings * Benefits that accrue to the individual as a result of noteworthy performance |
| 1. ***Personal objectives*** may include but not limited to: | * Long term * Short term * Broad * Specific |
| 1. ***Trainings and career opportunities*** may include but not limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops * Capacity building |
| 1. ***Resource*** may include may but not limited to: | * Human * Financial * Technology |
| 1. ***Creative and innovative*** 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: | * Artificial Intelligence * Data confidentiality * National cohesion * Open offices |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Work values and ethics
* Company policies and procedures
* Company operations, procedures and standards
* Flexibility and adaptability
* Concept of time and leisure time
* Decision making
* Work planning
* Organizing work
* Monitoring and evaluation
* Record keeping
* Gender and diversity mainstreaming
* Drug and substance abuse
* Professional growth and development
* creativity
* Innovation
* problem solving
* customer care
* mentoring and coaching.
* Emerging issues

**Required Skills**

The individual needs to demonstrate the following skills:

* Active listening
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Evaluation
* Problem solving
* Decision Making
* Leadership
* Creative/innovative thinking
* Adaptability
* Conflict management
* Emotional intelligence
* Teamwork

**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 require evidence that the candidate:   * 1. Applied self-management skills as per organizational procedures.   2. Promoted ethical practices and values as per organizational procedures.   3. Promoted Teamwork as per workplace assignments.   4. Maintained professional and personal development as per organizational procedures.   5. Applied Problem-solving skills based on work requirements.   6. Identified customer needs based on their characteristics.   7. Gave back Customer feedback in line with organization policies. |
| 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. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **PROVIDE FIRST AID SERVICES**

**UNIT CODE: 0915 454 10A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to provide first aid services. It involves assessing the incident environment, assessing nature and extent of accident and performing first aid.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **Elements**  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. Assess incident environment | 1. Extent of ***incident environment*** is assessed as per work procedure. 2. ***PPEs*** are identified and donned as per work procedure. 3. ***First Aid methods and procedures*** areselected as per the nature of the incident |
| 1. Assess nature and extent of accident | * 1. Casualty safety is assessed as per work procedure.   2. ***The nature of injury and/or illness*** is assessed as per work procedure.   3. Extent of accident isassessed as per work procedure.   4. ***Required tools, equipment, materials and supplies are identified*** as per work procedure |
| 1. Perform first aid | * 1. Specific first aid procedures are identified as per nature and extent of accident   2. Specific first aid procedures are performed as per nature and extent of accident.   3. ***Casualty’s condition is monitored*** as per work procedure   4. Casualty progress report is documented and disseminated to emergency services as per work procedure   5. First aid intervention is wound up as per work procedure. |

**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. Incident environment*** may include but not limited to: | * Kitchen * Laboratory * Classroom * Field * Recreation areas |
| 1. ***PPEs*** may include but not limited to: | * Mask * Dust coat or gown * Closed shoes * Gloves * Kitchen towels * face protection * Goggles or face shield, gloves * Head cover, * Rubber boots. |
| 1. ***First Aid methods and procedures*** may include but not limited to: | * (Airways, Breathing and circulation) ABCs of life * CPR (cardiopulmonary ressucitation) * Automated External defibrillator (AED) |
| 1. ***Extent of accident*** may include but not limited to: | * Mild * Moderate * Severe * Acute * Chronic |
| 1. ***Required tools, equipment, materials and supplies are identified*** may include but not limited to: | * Stretcher * Gloves * Spine board * Sheets * Splints * Mask |
| 1. ***Casualty’s condition is monitored*** may include but not limited to: | * Mild * Moderate * Severe * Acute * Chronic |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* Infection prevention control
* Hazards/risks identification and control
* Sourcing for emergency services
* Decision making
* Monitoring and Evaluation
* Documentation
* Waste management
* Report writing

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1.Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Assessed extent of incident environment as per work procedure.   2. Selected first aid methods and procedures as per the nature of the incident.   3. Assessed casualty safety as per work procedure.   4. Extent of accident is assessed as per work procedure.   5. Performed specific first aid procedures as per nature and extent of accident.   6. Monitored casualty’s condition as per work procedure. |
| 2.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 |
| 3.Methods of Assessment | Competency in this unit may be assessed through:   1. Practical 2. Project 3. Portfolio of Evidence 4. Oral assessment 5. Written assessment 6. Third party report |
| 4.Context of Assessment | Competency may be assessed at workplace and in a simulated environment |
| 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **PLAN AND MANAGE SPECIALIZED MEALS**

**UNIT CODE: 0915 454 11A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to plan and manage specialized meals. It includes assessing client’s nutritional needs, preparing client’s diet plan, preparing client’s meal plan and preparing specialized meals.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are sampled statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Assess client nutritional needs | 1. Client is ***life stages*** categorized as per IMAM guidelines 2. ***Nutrition need*** is determined as per client life stage 3. Client nutrition need is documented as per work procedure |
| * + - 1. Prepare client diet plan | * 1. Client dietary goal is developed as per client nutrition need   2. Appropriate ***diet planning tools*** are selected as per client nutrition need   3. Client diet plan is developed as per client nutrition need |
| * + - 1. Prepare client meal plan | * 1. ***Menu*** is prepared as per client’s nutritional needs   2. Recipe is identified as per client menu   3. Food order list is prepared as per recipe   4. Menu costing is carried out as per work procedure   5. Work schedule is developed as per work procedure |
| * + - 1. Prepare specialized meals | * 1. ***PPEs*** ***for food handling*** are worn as per work procedure   2. Ingredients are prepared as per recipe   3. Meal is produced as per recipe and menu   4. Waste is managed as per workplace procedure |

**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.***Life stages*** may include but not limited to: | * Pregnancy * Infancy * Childhood * Adolescence * Adulthood * Elderly |
| 2.***Nutrition needs*** may include but not limited to: | * Macronutrients * Micronutrients |
| 3.***Diet planning tools*** may include but not limited to: | * Food composition table * Food exchange list * Food guide pyramid * Reference Standards |
| 4.***Menu*** may include but not limited to: | * A la carte * Table d’ hote |
| 5.***PPEs*** ***for food handling*** practices may include but not limited to: | * Kitchen gloves * Hairnets and caps * Aprons * Closed flat leather shoes * Kitchen towels |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Food preparation methods
* Food safety and hygiene
* Portion control
* Diet therapy

**Required skills**

The individual needs to demonstrate the following skills:

* Organizational
* Communication
* Problem solving
* Time management
* Digital Literacy
* Critical thinking

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1.Critical aspects of competency | * 1. Assessment requires evidence that the candidate   2. Client’s is ***life stages*** categorized as per WHO guideline   3. Developed client’s dietary goal as per client nutrition need   4. Developed client’s diet plan as per client nutrition need   5. Prepared menu as per client’s nutritional need   6. Produced meal as per recipe and menu |
| 2.Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place   2. Access to relevant work environment   3. Resources relevant to the proposed activities or tasks |
| 3.Methods of assessment | Competency in this unit may be assessed through:  Examples:   1. Practical 2. Project 3. Portfolio of Evidence 4. Written assessment 5. Oral questions 6. Third party report |
| 4.Context of assessment | Competency may be assessed at the workplace or in a simulated environment |
| 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

# **PROVIDE NUTRITION IN COMMUNICABLE AND NON-COMMUNICABLE DISEASES**

**UNIT CODE: 0915 454 12A**

**UNIT DESCRIPTION:**

This unit describes competencies required to provide nutrition in communicable and non-communicable diseases. It involves carrying out client’s dietary assessment, formulating individualized feeding care plan, carrying out feeding care plan interventions and conducting continuous dietary monitoring.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **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. Carry out client’s dietary need assessment | * 1. ***PPEs***are donned as per work procedure.   2. Client with ***communicable disease*** is identified for nutrition care as per work procedure   3. Client with ***non-communicable disease*** is identified for nutrition care as per work procedure   4. ***Nutrition diagnostic statement*** for client with communicable and non-communicable disease is documented as per work procedure |
| 2.Formulate individualized feeding care plan | * 1. ***Nutritional need*** is prioritized as per the assessment client medical file.   2. Specific feeding care plan is developed as per (Kenya National Clinical Nutrition and Dietetics Reference Manual) KCNDRM   3. Collaborative care between nutritionist and other healthcare experts is provided as per KCNDRM   4. Individualized care plan is documented in the client’s file as per work procedure. |
| 3. Carry out feeding care plan interventions | * 1. Client dietary counselling is carried out as per KCNDRM   2. ***Safe food handling procedures*** are adhered to as per Safe Food Handling guidelines.   3. Client feeding plan intervention is documented as per work procedure. |
| 4.Conduct continuous dietary monitoring | * 1. Reassessment of the client medical and nutritional status is carried out as per work procedure.   2. Necessaryreintervention is carried out as work procedure   3. Report is disseminated as per work procedure   4. Appropriate nutritional management, discharge or referrals are conducted as per work procedure. |

**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. ***PPEs*** may include but not limited to: | * Dust coat * Face mask * Hand gloves * Closed shoes |
| 1. ***Communicable disease*** may include but not limited to: | * Cholera * Typhoid * Diarrheal disease * Tuberculosis * Pneumococcal pneumonia * Malaria |
| 1. ***Non-communicable disease*** may include but not limited to: | * Rheumatoid arthritis (RA) * Osteoarthritis * Gout * Osteoporosis * Obesity * Diabetes * Cancer * Blood pressure * Heart diseases |
| 1. ***Nutrition diagnostic statement*** | * Problems * Etiology * Signs and symptoms |
| 1. ***Nutritional need*** may include but not limited to | * Caloric needs * Micronutrients needs * Macronutrient needs |
| 1. ***Specific feeding care plan*** may include but not limited to | * Supplementation * Nutrition education and counseling * Fortification * Diet modification |
| 1. ***Safe food handling procedures*** may include but not limited to | * Personal hygiene * Food storage * Individualized food preparation * Serving and consumption |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Nutrition and disease
* Macro and micro nutrients
* Biochemical analysis
* Food Microbiology
* Human Anatomy and Physiology
* Monitoring and evaluation

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Critical thinking skills
* Problem solving
* Decision making skills
* Observation skills
* Interviewing skills
* Organizational skills
* Time management
* Critical thinking skills
* Report writing
* Counseling skills

**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. Donned PPEs as per work procedure.   2. Documented Nutrition diagnostic statement for client with communicable and non-communicable disease as per work procedure   3. Prioritized nutritional need as per the assessment client medical file.   4. Developed specific feeding care plan as per (Kenya National Clinical Nutrition and Dietetics Reference Manual) KCNDRM   5. Documented individualized care plan in client’s file as per work procedure.   6. Carried out client dietary counselling as per KCNDRM   7. Adhered to safe food handling procedures as per Safe Food Handling guidelines.   8. Carried out Reassessment of the client medical and nutritional status as per work procedure. |
| 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 in this unit may be assessed through:   * 1. Practical assessment   2. Project   3. Portfolio of Evidence   4. Written assessment   5. Oral assessment   6. Third party report |
| 1. Context of Assessment | Competency may be assessed:   * 1. In a workplace   2. In a simulated workplace environment |
| 1. Guidance information for assessment | * 1. Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# 

# **APPLY ENTREPRENEURIAL SKILLS**

**UNIT CODE : 0413 454 13A**

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, developing business innovative strategies, and developing business plans.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes that make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements that specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in Range*** |
| --- | --- |
| 1. Apply Financial Literacy Skills | 1. **Sources of personal and business** ***funds*** are identified as per financial procedures and standards 2. Personal finances are managed as per financial procedures and standards 3. Savings are managed as per financial procedures and standards 4. Debts are managed as per financial procedures and standards 5. Investments are undertaken as per financial procedures and standards 6. Insurance services are procured as per financial procedures and standards |
| 1. Apply entrepreneurial concept | 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship 2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship 3. Ways of becoming an entrepreneur are identified as per principles of Entrepreneurship 4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship 5. Salaried employment and self-employment are distinguished as per principles of entrepreneurship 6. ***Requirements for entry into self-employment*** are identified according to business procedures and standards 7. Roles of an Entrepreneur in an enterprise are determined according to business procedures and standards 8. **Contributions of entrepreneurship** to National development are identified as per business procedures and standards |
| 1. Identify entrepreneurial opportunities | 1. Business ideas are identified as per business procedures and standards 2. Factors to consider when evaluating business opportunity viability are explored based on business procedure and standards 3. Entrepreneurial opportunities are evaluated as per business procedures and standards 4. Business ideas and opportunities are generated as per business procedures and standards 5. Business life cycle is analysed as per business procedures and standards |
| 1. Apply business legal aspects | 1. ***Forms of business ownership*** are identified as per legal procedures and practices 2. Business Registration and Licensing processes are identified as per legal procedures and practices 3. Types of Contracts and Agreements are analysed as per legal procedures and practices 4. Employment Laws are identified as per legal procedures and practices 5. Taxation laws are identified as per legal procedures and practices |
| 1. Innovate Business strategies | 1. Business innovation strategies are determined by the organization standards 2. Creativity in business development is demonstrated in accordance with business standards 3. ***Innovative business standards***  are developed as per business principles 4. Linkages with other entrepreneurs are created as per best practice 5. ICT is incorporated in business growth and development as per best practice |
| 1. Develop Business Plan | 1. Business idea is described as per business procedures and standards 2. Business description is developed as per business plan format 3. Marketing plan is developed as per business plan format 4. Organizational/Management plan is prepared in accordance with business plan format 5. Production/operation plan is prepared in accordance with business plan format 6. Financial plan is prepared in accordance with the business plan format 7. Executive summary is prepared in accordance with business plan format 8. Business plan is presented as per best practice 9. Business ideas are incubated as per institutional policy. |

**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. ***Sources of personal funds*** mayinclude but not limited to: | * Salary/Wages * Investments * Savings * Inheritance * Government Benefits |
| 1. ***Sources of business finance*** mayinclude but not limited to: | * Equity Financing * Debt Financing, * Personal Savings/Investment * Retained Earnings * Grants and Subsidies * Crowdfunding * supplier Credit: * Leasing and Asset Financing: |
| 1. ***Types of entrepreneurs*** may include but not limited to: | * Innovators * Imitators * Craft * Opportunistic * Speculators |
| 1. ***Characteristics of Entrepreneurs*** may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 1. ***Requirements for entry into self-employment*** may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 1. ***Forms of businesses ownership*** may include but not limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 1. ***Innovative business standards*** may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   1. Identified sources of personal and business finance as per financial procedures and standards 2. Managed personal finances as per financial procedures and standards 3. Made investment decisions as per financial procedures and standards 4. Generated business ideas and opportunities based on business procedure and standards 5. Analysed business life cycle based on business procedure and standards 6. Determined business innovative standards as per business principles 7. Developed and presented a business plan as per regulatory framework. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. Context of Assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

# **APPLY PRINCIPLES OF FOOD PROCESSING AND PRESERVATION**

**UNIT CODE: 0721 454 14A**

**UNIT DESCRIPTION**

This unit describes competencies required to apply principles of food processing and preservation. It involves applying principles food processing, applying principles of food preservation, applying knowledge of food micro-organisms and applying food quality, safety and hygiene.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes that make up workplace functions | **PERFORMANCE CRITERIA**  These are sampled statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1. Apply principles of food processing | 1. ***Principles of food processing*** are identified as per FAO (Food and Agriculture Organisation) guidelines 2. ***Methods of food processing*** applied as per work procedure 3. Effects of food processing on food and nutrition quality are described as per work procedure |
| 1. Apply principles of food preservation. | * 1. ***Principles of food preservation*** are identified as per FAO guidelines   2. ***Methods of food preservation*** are applied as per work procedure   3. Effects of food preservation techniques on food and nutrition quality are described as per work procedure |
| 1. Apply knowledge of food micro- organisms | * 1. ***Food micro- organisms*** are identified as per work procedure   2. Significance of food micro- organisms are described as per work procedure   3. Food micro- organism analysis is performed as per work procedure   4. Food micro- organism control is carried out as per work procedure |
| 1. Apply knowledge in food quality, safety and hygiene | * 1. Food quality control is applied as per work procedure   2. ***Food safety, and hygiene practices*** are applied as per work procedure   3. ***Hazard Analysis and Critical Control Point (HACCP)***is applied as per work procedure   4. ***Emerging food safety issues*** are examined as per FAO 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. ***Principles of food processing*** may include but not limited to: | * Prevention of microbial growth * Control of enzyme activity * Oxygen control * Moisture control * Use of preservatives |
| 1. ***Methods of food processing*** may include but not limited to: | * Mechanical methods * Thermal processing * Freezing and refrigeration |
| 1. ***Principles of food preservation*** may include but not limited to: | * Controlling of micro-organisms * Controlling self-decomposition. * Preventing or delaying chemical reactions of the food * Controlling insects, rodents, birds, and other physical cause of food spoilage |
| 1. ***Methods of food preservation*** may include but not limited to: | * Traditional – Sun drying, Salting, Smoking * Modern- Thermal processing, Low temperature, |
| 1. ***Food micro-organisms*** may include but not limited to: | * Bacteria * Mould * Yeast |
| 1. ***Food safety, and hygiene practices*** may include but not limited to: | * Pest control * Personal hygiene * Safe food storage |
| 1. ***HACCP*** principles may include but not limited to: | * Hazard analysis * Critical control point Identifications * Establishment of critical limit * Monitoring procedures * Corrective actions * Record keeping * Verification procedures |
| 1. ***Emerging food safety issues*** may include but not limited to: | * Food biotechnology * Food bioterrorism * Sustainable packaging |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required skills**

The individual needs to demonstrate the following skills:

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Food security
* Nutrition sensitive agriculture
* Food processing and preservation techniques
* HACCP
* ISO standards
* Food safety
* Food hygiene

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Applied methods of food processing as per work procedure.   2. Described effects of food processing on food and nutrition quality as per work procedure   3. Applied methods of food preservation as per work procedure.   4. Described effects of food preservation techniques on food and nutrition quality as per FAO guidelines.   5. Described significance of food micro- organisms are as per Microbiological Guideline for Food.   6. Performed food micro- organism analysis as per Microbiological Guideline for Food.   7. Carried out food micro- organism control is carried as per Microbiological Guideline for Food.   8. Applied food quality control as per work procedure   9. Applied food safety, and hygiene practices as per work procedure   10. Applied HACCP is as per work procedure   11. Examined emerging food safety issues as per FAO guidelines |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place   2.2 Access to relevant work environment  2.3 Resources relevant to the proposed activities or tasks |
| 1. 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical 2. Portfolio of Evidence 3. Written assessment 4. Oral assessment 5. Third party report |
| 1. 4. Context of assessment | Competency may be assessed in a workplace or in a simulated workplace environment |
| 1. 5. Guidance information for assessment | 1. Holistic assessment with other units relevant to the industry sector and workplace job role is recommended |

# **MANAGE MALNUTRITION CASES**

**UNIT CODE: 0915 454 15A**

**UNIT DESCRIPTION**

This unit describes competencies required to manage malnutrition cases. It involves conducting nutrition assessment, enrolling malnourished client, performing nutrition intervention and evaluating nutrition intervention.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **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 nutrition assessment | 1. ***PPEs*** are donned as per work procedure 2. ***Anthropometric data*** is collected as per IMAM guideline. 3. ***Biochemical markers*** are interpreted as per IMAM guideline. 4. ***Clinical signs and symptoms*** are assessed as per IMAM guideline. 5. ***Dietary assessment*** is conducted as per IMAM guideline. |
| 1. Enroll malnourished client | * 1. Criteria for enrolment is identified as per IMAM guideline.   2. Treatment protocol is identified as per IMAM guideline.   3. Enrolment records are documented as per work procedure. |
| 1. Perform nutrition intervention | * 1. ***Nutrition interventions*** are identified as per IMAM guideline.   2. Nutrition interventionplan is developed as per IMAM guideline.   3. Nutrition intervention is carried out as per IMAM guideline.   4. Nutrition intervention is documented as per work procedure. |
| 1. Evaluate nutrition intervention | * 1. Nutrition intervention outcome is monitored and recorded as per IMAM guideline.   2. Nutrition intervention outcomes are measured as per IMAM guideline   3. Specific nutrition intervention outcomes are evaluated as per IMAM guideline.   4. Nutrition intervention evaluation report is prepared and disseminated as per work procedure.   5. Client discharged from program as per IMAM guideline |

**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. ***PPEs*** may include but not limited to: | * Mask, * Dust coat or gown, * Closed shoes, * Gloves. |
| 1. ***Anthropometric data***may include but not limited to: | * Weight * Height/length * MUAC * Head circumference * Hip circumference * Waist circumference * Skinfold thickness |
| 1. ***Biochemical markers*** may include but not limited to: | * MCV * HB * RBS/FBS * UREA * Na+ * K+ * Ca2+ |
| 1. ***Clinical signs and symptoms*** may include but not limited to: | * Palour * Hair colour/texture * Sunken Eyes * Oedema * Ambulation * Bleeding gums |
| 1. ***Dietary assessment*** may include but not limited to: | * 24hr Recall * Food Frequency Questionnaire * Food Records/history * Dietary diversity score |
| 1. ***Nutrition interventions*** may include but not limited to: | * Deworming * Supplementation * Nutrition education and counselling * Food fortification * Diet planning * Feeding programs |

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Nutrition and disease
* Macro and micro nutrients
* Biochemical analysis
* Food Microbiology
* Medical Biochemistry
* Human Anatomy and Physiology
* Professional Ethics and code of Conduct
* Monitoring and evaluation

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication skills
* Interpersonal skills
* Critical thinking skills
* Problem solving
* Decision making skills
* Leadership skills
* Administrative skills
* Observation skills
* Interviewing skills
* Organizational skills
* Time management
* Digital skills
* Critical thinking skills
* Mathematical skills/numeracy
* Report writing
* Counseling skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. 1. Critical Aspects of Competency | Assessment requires evidence that the candidate   * 1. Collected anthropometric data as per IMAM guideline.   2. Interpreted biochemical markers as per IMAM guideline.   1.3 Assessed clinical signs and symptoms as per IMAM guideline.   * 1. Conducted dietary assessment as per IMAM guideline   2. Developed nutrition intervention plan as per IMAM guideline.   3. Carried out nutrition intervention as per IMAM guideline.   4. Evaluated and documented nutrition intervention as per work procedure. |
| 1. 2.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. Assessment tools/Materials relevant to the proposed activity or tasks. |
| 3.Methods of Assessment | Competency in this unit may be assessed through:   * 1. Practical   2. Project   3. Portfolio of Evidence   4. Written assessment   5. Oral questions   6. Third party report |
| 1. 4.Context of Assessment | Competency may be assessed at the workplace or in a simulated environment |
| 1. 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry subsector, workplace and job roles is recommended. |

# **CONDUCT NUTRITION EDUCATION AND COUNSELLING**

**UNIT CODE:** **0915 454 16A**

**UNIT DESCRIPTION**

This unit standard specifies the competencies required to conduct nutrition education and counselling. It involves carrying out nutrition need assessment, preparing nutrition education and counselling plan and conducting nutrition education and counselling session and evaluating nutrition education and counselling session.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENTS**  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. Carry out nutrition need assessment | 1. ***Nutrition need assessment tools*** are prepared as per work procedure 2. Rapport is created as per work procedure 3. Relevant information is gathered as per Kenya National Clinical Nutrition and Dietetic Reference Manual 4. ***Nutritional diagnosis*** is carried out as per work procedure 5. Needs assessment report is prepared as per work procedure |
| 1. Prepare nutrition education and counselling plan | * 1. Nutrition education and counselling objectives are formulated as per client’s need   2. ***Teaching methodologies*** and ***counselling techniques*** are identified as per work procedure   3. Resources are allocated as per work procedure   4. Action plan is prepared as per work procedure |
| 1. Conduct nutrition education and counselling session | * 1. Nutrition education and counselling environment is prepared as per work procedure   2. Rapport established as per work procedure   3. Nutrition education and counselling session carried out as per work procedure.   4. Nutrition education and counselling session documented as per work procedure |
| 1. Evaluate nutrition education and counselling session | * 1. ***Evaluation tools*** are developed as per work procedure.   2. ***Performance indicators*** are identified as per set objectives   3. Nutrition education and counseling outcome is determined as per work procedure   4. Nutrition education and counseling session evaluation is documented as per work procedure |

**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. ***Nutrition needs assessment tools*** may include but not limited to: | * Checklists * Questionnaires * Interview guides/forms * Nutrition assessment tools |
| 1. ***Nutritional diagnosis*** may include but not limited to: | * Problem * Etiology * Signs and symptoms |
| 1. ***Teaching methodologies and counselling techniques*** may include but not limited to: | * Clarification * Encouraging * Listening skills * Self-disclosure * Paraphrasing |
| 1. ***Evaluation tools*** may include but not limited to: | * Performance indicators * Formal surveys * Participatory methods * Public expenditure tracking surveys |
| 1. ***Performance indicators*** may include but not limited to: | * Nutrition status * Dietary assessments * Routine visits to clients * Anthropometric indicators |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Health education and promotion needs assessment
* Principles of health promotion and educations
* Levels of health education and promotion
* Monitoring and evaluation
* Planning and organizing health education programs
* Implementation of health education program
* Ethics in health promotion
* Advocacy and support systems in health education and promotion
* Documentation

**Required Skills**

The individual needs to demonstrate ability in:

* Communication Skills
* Leadership skills
* Interpersonal skills
* Administrative skills
* Observation skills
* Interviewing skills
* Investigative skills

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Prepared nutrition needs assessment tools as per work procedure.   2. Carried out nutritional diagnosis as per work procedure.   3. Prepared needs assessment report as per work procedure.   4. Prepared as action plan as per work procedure.   5. Carried out nutrition education and counselling session as per work procedure.   6. Documented nutrition education and counselling session as per work procedure.   7. Developed evaluation tools as per work procedure.   8. Determined nutrition education and counselling outcome as per work procedure. |
| 2.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. |
| 3.Methods of Assessment | Competency in this unit may be assessed through:   * 1. Practical   2. Project   3. Observation   4. Portfolio of Evidence   5. Oral assessments   6. Written assessment   7. Third party report |
| 4.Context of Assessment | Competency may be assessed on-the-job and in a simulated environment |
| 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |