

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**HOME-BASED CARE**

**KNQF LEVEL 3**

**ISCED PROGRAMME CODE: 0913 254 A**

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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 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, curriculum development 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 curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the homebased caregivers sector’s growth and sustainable development.

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

# PREFACE

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

TVET Act, CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee’s achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline upskilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

# ACKNOWLEDGEMENT

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

I appreciate the role of industry experts in caregiving for ensuring that competencies required by the industry are addressed in the curriculum. I also thank the experienced trainers for their valuable input and all those who participated in the process of developing this curriculum.

I also thank all stakeholders in the caregiving sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in homebased caregiving sector will acquire competencies that will enable them perform their work more efficiently

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**PREFACE**

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, emphasized the need toreform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretary, industrial experts in caregiving sector experienced trainers and all those who participated in the development of this curriculum.

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# ABBREVIATIONS AND ACRONYMS

TVET : Technical and Vocational Education and Training

TVETA : Technical and Vocational Education and Training Authority

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

This modular course is designed to equip an individual with competencies required to participate in provision of home-based care assistant services. It entails performing housekeeping services, performing dietary interventions, providing psychosocial support and conducting pre-departure training.

**Summary Of Units Of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| 1011 251 01A | HOUSE KEEPING SERVICES | 60 | 6 |
| 0913 251 02A | DIETARY INTERVENTIONS | 50 | 5 |
| 0913 251 03A | PSYCHOSOCIAL SUPPORT | 70 | 7 |
| 1015 251 04A | PRE-DEPATURE TRAINING | 50 | 5 |
| **Sub Total** | | **230** | **23** |
| **Industry Training** | | **240** | **24** |
| **GRAND TOTAL** | | **470** | **47** |

**Entry Requirements**

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

1. Kenya Certificate of primary Education (KCPE)

**Or**

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

**Trainer qualification**

1. A trainer for any of the units of competency in this course must:
2. Be in possession of at least care giving level 4 certificate or in related trade area;
3. License by TVETA

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in health care sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Industry Training**

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 240 hours in caregiving sector. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

**Assessment**

The course shall be assessed formatively and summatively:

1. During formative assessment all performance criteria shall be assessed based on performance criteria weighting.
2. Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
3. Assessment of basic and common competencies shall be integrated in the core units
4. Theoretical assessment shall be integrated in practical assessment and conducted orally in both formative and summative assessments.
5. Theoretical and practical weight shall be 10:90 respectively for each unit of learning.
6. Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score
7. Assessment performance rating for each unit of competency shall be as follows:

|  |  |
| --- | --- |
| **MARKS** | **COMPETENCE RATING** |
| 80 -100 | Attained Mastery |
| 65 - 79 | Proficient |
| 50 - 64 | Competent |
| 49 and below | Not Yet Competent |
| Y | Assessment Malpractice/irregularities |

1. Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

**Certification**

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with the Kenya National TVET Certificate in Home-Based Care Assistant Level 3 the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

These certificates shall be issued by QAI

## HOUSE KEEPING SERVICES

**UNIT CODE: 1011 251 01A**

**UNIT DURATION:** 60 Hours

**Relationship To Occupational Standards**

This unit addresses the unit of competency: Perform House Keeping Services.

**Unit Description**

This unit focuses on the essential housekeeping skills required to maintain a safe, clean and comfortable environment for individuals. It emphasizes importance of hygiene, organisation for individuals’ personal space and preferences.

**Summary Of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Perform Cleaning Service | 15 |
| 2. | Perform Bed Making | 15 |
| 3. | Launder Articles and Fabrics | 30 |
| **Total** | | **60** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Perform cleaning service Preparation | * Cleaning equipment and materials * Cleaning procedures * Cleaning checklists | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 2. Perform bed making | * Beds and beddings * Bed making procedure * Decorating guest beds | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 3. Launder articles and fabrics | * Laundry equipment and materials * Pre-laundry activities * Laundry procedures * Laundry checklists * Finishing equipment * Finishing procedures * Finishing checklists | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* + Instructor led facilitation of theory
  + Demonstration by trainer
  + Practical work by trainee
  + Viewing of related videos

**Recommended Resources For 25 Trainees (Cleaning)**

* + 10 Squeezers
  + 10 Brooms
  + 10 Mops
  + 10 Scrubbers
  + 10 Buckets
  + 1 Vacuum cleaner
  + 1 Scrubbing machines
  + Mattresses
  + Beds and beddings
  + 10 Dusters

**Recommended Resources For 25 Trainees (Laundry)**

* + Laundry equipment
  + Automated Washing machines
  + Tumble dryers
  + Calendars
  + Laundry agents
  + Powder soap
  + Fabric conditioner
  + Finishing equipment
  + Steam press
  + Iron boxes
  + Ironing boards
  + Linen shelves
  + Linen control sheets
  + Linen checklists

## CLIENT DIETARY INTERVENTIONS

**UNIT CODE: 0913 251 02A**

**DURATION OF UNIT:** 50 Hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Carry Out Dietary Interventions.

**Unit Description**

This unit covers the competencies required to carry out client dietary needs. It involves; establishing client dietary needs, drawing individualized feeding care plan, carrying out feeding care plan interventions and conducting continuous dietary monitoring.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Establish client dietary needs | 12 |
| 2. | Draw individualized feeding care plan | 12 |
| 3. | Carry out feeding care plan interventions | 16 |
| 4. | Conduct continuous dietary monitoring | 10 |
| **Total** | | **50** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Establish client dietary needs | * Meaning of dietary needs * Type of dietary needs * Dietary assessment tools. * 24hr dietary recall profile * Food record profile * Food frequency questionnaire profile * Screener’s profile * dietaryneeds * Low blood levels * Low electrolytes * Allergies * Lactose intolerance * Vegetarianism * Ketogenic diet * Low carbs * Diabetic * Routes of feeding via tube and oral * Feeding resources * nasal gastronomy * gastrotomy tube * Family dynamics | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Draw individualized feeding care plan | * Meaning of individualized feeding care plan * Types of individualized feeding care plan * Tools for feeding in individualized feeding * Grocery list in individualized feeding * Recipes in individualized feeding * Menu preparation in individualized feeding | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Carry out feeding care plan interventions | * Importance of Client diet counselling in feeding care plan interventions * Types of Feeding tools in feeding care plan interventions * Client dietary preferences feeding care plan interventions * client cultural practices feeding care plan interventions * Ways of Safe food handling procedures feeding care plan interventions * Individualized meal feeding care plan interventions * Ways of feeding the client through feeding route. * importance of cleaning feeding tools. | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Conduct continuous dietary monitoring | * Meaning of continuous dietary monitoring * Reassessment i.e., tentation, vomiting, diarrhoea * Reintervention administers * Ways of report dissemination * Importance of making Appropriate referrals * Methods of Documentation | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Guided practical activities
* Direct instruction
* Group Discussion
* Demonstrations
* Case studies
* Role playing

**Recommended Resources for 25 Trainees**

* 2 First aid kits
* Adequate utensils
* 2 Dustbins
* 1 White boards
* 1 projector
* 1 computer/laptop
* Simulated room with adequate furniture and stationery

## PSYCHOSOCIAL CARE

**UNIT CODE: 0915 251 03A**

**UNIT DURATION:** 70 Hours

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: provide psychosocial care

**Unit Description**

This unit describes competencies required to provide psychosocial care. It involves assessing emotional and social needs, conducting emotional and social support and cconducting self care.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Assess psychosocial needs | 20 |
| 2. | Conduct psychosocial support | 30 |
| 3. | Conduct Self Care | 20 |
| **Total** | | **70** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Assess psychosocial needs | * Emotional and social needs are identified * Depression * Anxiety * Fear * Pain * Stress * Emotions * Challenges facing client * Emotional * Cognitive * Communication * Cultural and social factors * Environmental and situational challenges * Mental health and psychological factors * Tools and techniques for psychosocial needs * Active listening * Oral questioning * Observation | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 2. Conduct psychosocial support | * Creating rapport * Introduction, * Observation * Oral questioning * Non-verbal communication * Open communication * Active listening * Family session * Meetings * Informal discussion. * Psychosocial resources * Spiritual person * Welfare groups * Support group * Fellowships * Necessary psychosocial interventions * Improve the quality of life * Social inclusion * Build self-confidence, * Acceptance of the condition | * Practical * Interview * Third Party Reports * Written Tests * Project |
| 3.Conduct Self Care | * Self-evaluation * Daily checklist * Set limit * Strengths and weaknesses * Personal hygiene * Recreational practices | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos
* Discussion
* Direct Instruction

**Recommended Resources for 25 Trainees**

* 2 Laptops
* Internet connection
* 2 Projectors
* 2 Whiteboards
* 2 rolls Flip Charts
* Assorted colour of whiteboard markers
* Stationery
* Journals

## PRE-DEPATURE TRAINING

**UNIT CODE: 1015 251 04A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Carry out pre-departure training**.**

**Duration of Unit:** 50 Hours

**Unit Description**

This unit specifies the competencies required to carry out pre-departure training. It involves researching destination country, processing travel documents, demonstrating travel process and establishing work ethics and legal aspects.

**Summary of Learning Outcomes**

By the end of this unit, the learner should be able to:

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Research Destination Country | 14 |
| 2. | Process Travel Documents | 12 |
| 3. | Demonstrate Travel Process | 12 |
| 4. | Establish Work Ethics and Legal Aspects | 12 |
| **Total** | | **50** |

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

| **Learning Outcome** | **Content** | **Methods of Assessment** |
| --- | --- | --- |
| 1. Research destination country | * Introduction to pre-departure training * Meaning of terms * Factors to consider in pre-departure training * Features of geographical landmarks * States * Provinces * Importance of knowing the official language * Types of available accommodations * Hotels * Hostels * Rental’s apartments * Ways of managing money to avoid scams * Impact of political and economic stability on employment and travel * Dominant religion and their practices * Importance of respecting cultural practices in international settings * Protocols of transportation safety * Common travel practices * Ticketing * Hailing taxis * Types of climates in different regions of the country | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Process travel documents | * Travel documents * Acquisition of travel documents * Types of travel documents * Passports * Visas * work permit * Steps for applying for travel documents * Vaccinations and preventive health measures * yellow fever * covid 19 * Importance of following the destination country’s immigration policies | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Demonstrate the travel process | * Modes of transport * International travel procedures * Travel etiquette * Transit process * Ways of keeping documents safe * Post arrival immigration checks and processes | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |
| 1. Establish work ethics and legal aspects | * Meaning and importance of Work ethics * Importance of punctuality, professionalism and respect * Communication styles * Formal * Informal * Ways of reporting workplace grievances * Role of labour unions and legal rights of workers * How to access consular services when in trouble * Types of remittances * Legal aspects in immigration * How to reintegrate socially and culturally after working abroad * Emerging trends in immigration | * Practicals * Written tests * Oral assessment * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

* Project
* Demonstration by trainer
* Practice by the trainee
* Group work
* Discussions
* Instructor led facilitation of theory
* Case study
* Audio –visual aids

**Recommended Resources**

* Computer/Laptops, projectors
* Text books
* Flipcharts
* Printers
* Tablets
* Geographical maps/GPRS
* Internet connectivity