

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**HOME-BASED CARE ASSISTANT**

**KNQF LEVEL 3**

**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 Occupational Standard 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

# 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 occupational standards.

# 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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# ACRONYMS

CBET Competence Based Education and Training

CBETA Competence Based Education Training and Assessment

KCPE Kenya Certificate of Primary Education

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

RPL Recognition of Prior Learning

TVET Technical and Vocational Education and Training

# KEY TO UNIT CODE

**Sector / Industry**

**Sub Sector**

**Occupational Area**

**Version Control**

**Unit of Competence** Number

ISCED level, Programme Orientation and Level of Completion

xx

x

xxx

x

x

x

# OCCUPATIONAL STANDARDS OVERVIEW

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

## SUMMARY OF UNITS OF COMPETENCY

**Core Units**

|  |  |
| --- | --- |
| **UNITS OF COMPETENCY** | |
| **UNIT CODE** | **UNIT TITLE** |
| 1011 251 01A | PERFORM HOUSE KEEPING SERVICES |
| 0913 251 02A | CARRY OUT DIETARY INTERVENTIONS |
| 0913 251 03A | PROVIDE PSYCHOSOCIAL SUPPORT |
| 1015 251 04A | CARRY OUT PRE-DEPARTURE TRAINING |

## PERFORM HOUSE KEEPING SERVICES

**UNIT CODE: 1011 251 01A**

**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, organization for individuals’ personal space and preferences. It involves performing cleaning services, bed making, laundering articles and fabrics.

**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 cleaning services | * 1. Cleaning ***equipment*** and materials are identified as per workplace procedures   2. Cleaning is performed as per workplace procedures   3. Cleaning checklists are updated as per workplace duty rota. |
| 1. Perform bed making | 1. Beds are stripped off the soiled beddings as per workplace procedures 2. Beds are made according to workplace procedures 3. Beds are decorated according to the workplace procedures |
| 1. Launder articles and fabrics | 1. Laundry equipment and materials are identified 2. Pre-laundry activities are performed as per workplace procedures 3. Articles and fabrics are laundered as per workplace procedures 4. Articles and fabrics are finished as per workplace procedures |

**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:

* Digital literacy
* Machine operation knowledge
* Proper utilization of skills Relationship building
* Social intervention
* Human behaviour and social environment
* Hygiene and safety
* Cleaning equipment
* Machine operation knowledge
* Cleaning agents knowledge
* Cleaning procedures
* Proper utilization of resources

**Required skills**

* Communication skills
* Analytical skills
* Evaluation skills
* Management skills
* Problem solving skills
* Time management

**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: (standards of performance not indicated)   1. Identified cleaning equipment and materials as per workplace procedures    1. Performed cleaning to applicable work place procedures    2. Updated cleaning checklists as per workplace duty rota    3. Made beds as per the workplace procedures    4. Replenished guest room supplies and amenities as per workplace procedures. |
| 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. Practicals   2. Written tests   3. Oral assessment   4. Portfolio of evidence   5. Third party reports |
| 1. Context of assessment | Competency may be assessed in the workplace or simulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## CARRY OUT CLIENT DIETARY INTERVENTIONS

**UNIT CODE**: **0913 251 02A**

**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.

**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. Establish client dietary needs | * 1. ***Dietary assessment tools*** are identified as per the client needs   2. Dietary needs are identified as per nutritionist   3. Routes of feeding are identified as per doctor instructions   4. Feeding resources are identified as per doctor instructions   5. Client’s dietary needs are discussed as per family dynamics |
| 1. Draw individualized feeding care plan | * 1. Individual dietary meal plan is developed as per nutritionist report   2. Tools for feeding are assembled as per specification given   3. Necessary groceries list is developed as per dietary needs   4. Necessary groceries are stocked as per food handling procedures   5. Recipes are selected as per individualized dietary plan   6. Menu are prepared as per recipes |
| 1. Carry out feeding care plan interventions | * 1. Client’s dietary counselling is conducted as per nutritionist/doctor report   2. Client’s dietary preferences are established as per client needs   3. Safe food handling procedures are adhered to as per food handling guidelines   4. Individualized meal is prepared as per nutritionist instruction   5. Client’s feeding is carried out as per feeding route   6. Feeding tools are cleaned and stored as per safe food handling procedures |
| 1. Conduct continuous dietary monitoring | * 1. Reassessment of the client’s feeding status is conducted as per feeding care plan intervention   2. Necessary re-intervention is carried out as per re-assessment   3. Report is disseminated as per nutritionist/doctor instruction   4. Appropriate referrals are conducted as per re-assessment   5. Documentation of the interventions is carried out as per document filing procedures |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| * + - 1. ***Assessment dietary tools*** may include but not limited to: | * 24-hour dietary recall profile * Food recall profile * Food frequency questionnaire profile * Screener profile |

**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:

* Human growth and development
* Legal aspects in child welfare
* Basic counselling and psychology
* Human behaviour and social environment
* Rehabilitation programs
* Child welfare programs
* Social interventions
* Digital literacy

**Required skills:**

The individual needs to demonstrate the following skills:

* Communication skills
* Organization skills
* Problem solving skills
* Time management
* Data collection
* Numeracy skills
* Active listening skills
* Empathetic skills
* Critical thinking
* Decision making
* Team work
* Boundary setting

**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. Developed client’s dietary meal plan as per nutritionist   2. Developed individual dietary meal plan as per nutritionist report   3. Stored food as per food handling procedures   4. Prepared a meal as per recipes   5. Conducted client dietary counselling conducted as per nutritionist/doctor report   6. Carried out patient feeding as per feeding route   7. Conducted reassessment of the patient feeding status conducted as per feeding care plan intervention   8. Documented and conducted appropriate referrals as per document filing procedures |
| 1. Resource implications | The following resources should be provided:   * 1. A fully equipped simulated operations training office   2. A functional private venue   3. Resources relevant to the proposed activities or tasks |
| 1. Methods of assessment | Competency in this unit may be accessed through:   * 1. Practicals   2. Written tests   3. Oral assessment   4. Portfolio of evidence   5. Third party report |
| 1. Context of assessment | Competency may be assessed in the in workplace or simulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## PROVIDE PSYCHOSOCIAL CARE

**UNIT CODE: 0915 251 03A**

**UNIT DESCRIPTION**

This unit describes competencies required to provide psychosocial care. It involves assessing psychosocial needs, conducting psychosocial support and conduct self-care.

**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. Assess psychosocial needs | 1. ***Psychosocial*** needs are identified as per assessment requirement 2. Challenges facing the client are identified as per assessment 3. Tools for psychosocial needs are assembled as per needs assessment. |
| 1. Conduct psychosocial support | 1. Rapport is created as per counselling standards 2. ***Family sessions*** are conducted as per family time schedules 3. Necessary psychosocial ***interventions*** and ***record keeping*** are carried out as per needs assessment |
| 1. Conduct self-care | 1. Self-evaluation is conducted as per caregiver interest 2. Personal hygiene is maintained as per individual standards 3. Recreational practices are scheduled as per working contract |

**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** |
| Psychosocial needs | * Fear * Pain * Stress * Emotions * Depression * Anxiety |
| Family sessions | * Request for client background information * Presenting problem * Support problems |
| Intervention | * Assessment * Recreational practices |
| Record keeping | * Client intake form * Review report * Referral notes * Follow up plan * Closure report |

**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:

* Relationship building
* Providing psychosocial support
* Documentation and record keeping
* Ethical practices
* Digital literacy

**Required skills**

The individual needs to demonstrate the following skills:

* Presentations
* Interpersonal relations
* Boundary setting
* Empathy
* Self-awareness
* Report writing
* Persuasion
* Team work
* Emotional intelligence
* Proper utilization of resources
* Interpersonal 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. Demonstrated ability to establish a healthy working relationship 2. Identified psychosocial needs a as per assessment requirement 3. Identified challenges facing the client as per assessment 4. Assembled tools for psychosocial needs as per needs assessment. 5. Conducted family sessions as per family time schedules 6. Administered Psychosocial resources as per assessment 7. Carried out Necessary psychosocial interventions and record keeping are as per needs assessment 8. Review of the implementation is done as per assessment 9. Made Necessary revision as per client’s needs 10. Carried out Necessary psychosocial interventions, record keeping and referrals as per needs assessment. |
| 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. Practicals 2. Written tests 3. Oral assessment 4. Portfolio of evidence 5. Third party report |
| 1. Context of assessment | Competency may be assessed in a workplace or simulated workplace |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## CARRY OUT PRE-DEPARTURE TRAINING

**UNIT CODE: 1015 251 04A**

**UNIT DESCRIPTION**

This unit covers 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.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **ELEMENT**  These describe the key outcomes which make up workplace function | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements.  ***Bold and italicized terms are elaborated in the Range*** |
| --- | --- |
| 1. Research destination country | 1. Geographical location of the country is established according to the geographical map. 2. Official language is determined based on the destination country. 3. Accommodation is determined based on the destination country. 4. Currency is determined based on the destination country. 5. Political and economic stability is established based on the destination country. 6. Religion is determined based on the destination country. 7. Cultural practices are determined based on the destination country. 8. ***Modes of transport*** are established as per the destination country 9. Climatic conditions are determined based on the weather patterns of the destination countries. |
| 1. Process travel documents | 1. ***Travels documents*** are identified as per immigration policies. 2. Medical examination is carried out as per the WHO guidelines. 3. Travel documents are processed as per the immigration policies. |
| 1. Demonstrate travel process | 1. Travel preparations are arranged based on the destination country. 2. International travel procedures are determined according to the destination country. 3. Safekeeping of documents is demonstrated as per the individual. 4. Plane etiquette is demonstrated as per the travelling agency. 5. Transit process is demonstrated based on the travelling documents. 6. Arrival and reception services are demonstrated based on the destination country. |
| 1. Establish work ethics and legal aspects | 1. Work ethic is demonstrated as per the national policies. 2. Complaints reporting and dispute resolutions are demonstrated as per the immigration policies and domestic workers act. 3. Consular services are identified as per the immigration policies. 4. ***Types of remittances*** are identified based on the destination country. 5. Return plan and re-integration is demonstrated as per the immigration policies. |

**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. Modes of transport include but not limited to: | * Road * Air * Water * Rail |
| 1. Travel documents include but not limited to: | * Visas * Passports * Work permits |
| 1. Type of remittances include but not limited to: | * Taxes * Medical covers * Other insurances |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

* Communication
* Interpersonal

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Immigration policies
* Travel documents
* Ethical and legal aspects

**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. Established geographical location of the country according to the geographical map.   2. Official language is determined based on the destination country   3. Established Modes of transport as per the destination country   4. Identified documents are as per immigration policies.   5. Arranged travel preparations are based on the destination country.   6. Demonstrated Work ethic as per the national policies. |
| 1. Resource Implications | The following resources must be provided:   * 1. Immigration guidelines   2. Travel documents |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Practicals   2. Written tests   3. Oral assessment   4. Portfolio of evidence   5. Third party report |
| 1. Context of Assessment | Competency may be assessed   * 1. On the job   2. Off the job   3. During industrial attachment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |