

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**CARE GIVER**

**KNQF LEVEL 4**

**PROGRAMME CODE: 0913** **354 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

# TABLE OF CONTENTS

[FOREWORD ii](#_Toc196911480)

[PREFACE iii](#_Toc196911481)

[ACKNOWLEDGEMENT iv](#_Toc196911482)

[TABLE OF CONTENTS v](#_Toc196911483)

[ACRONYMS vi](#_Toc196911484)

[KEY TO UNIT CODE vii](#_Toc196911485)

[OCCUPATIONAL STANDARDS OVERVIEW viii](#_Toc196911486)

[SUMMARY OF UNITS OF COMPETENCY viii](#_Toc196911487)

[PERFORM HOUSE KEEPING SERVICES 1](#_Toc196911488)

[CARRY OUT CLIENT DIETARY INTERVENTIONS 4](#_Toc196911489)

[PROVIDE PSYCHOSOCIAL CARE 7](#_Toc196911490)

[CARRY OUT PRE-DEPARTURE TRAINING 10](#_Toc196911491)

[APPLY WORKPLACE ESSENTIAL SKILLS 14](#_Toc196911492)

[CONDUCT FIRST AID 21](#_Toc196911493)

[PERFORM CATERING SERVICES 26](#_Toc196911494)

[PROVIDE SPECIAL NEEDS CARE 31](#_Toc196911495)

# 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

MOH Ministry of Health

TVET Technical and Vocational Education and Training

WHO World Health Organization

# 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

|  |  |
| --- | --- |
| **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 |
| 0031 351 05A | WORKPLACE ESSENTIAL SKILLS |
| 0913 351 06A | FIRST AID SERVICES |
| 0913 351 07A | CATERING SERVICES |
| 0913 351 08A | SPECIAL NEEDS CARE SUPPORT |

## 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 skillsRelationship building
* Social intervention
* Human behavior 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 2. Performed cleaning to applicable work place procedures 3. Updated cleaning checklists as per workplace duty rota 4. Made beds as per the workplace procedures 5. 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:  3.1 Practicals  3.2 Written tests  3.3 Oral assessment  3.4 Portfolio of evidence  3.5 Third party report |
| 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: 0913351/06/A**

**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:  2.1A fully equipped simulated operations training office  2.2A functional private venue  2.3Resources 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 caried 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. Caried 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. Caried 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:  1.1 Established geographical location of the country according to the geographical map.  1.2 Official language is determined based on the destination country  1.3 Established Modes of transport as per the destination country  1. Identified documents are as per immigration policies.  1.5 Arranged travel preparations are based on the destination country.  1. 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:  3.1 Practicals  3.2 Written tests  3.3 Oral assessment  3.4 Portfolio of evidence  3.5 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. |

## APPLY WORKPLACE ESSENTIAL SKILLS

**UNIT CODE:** 0031 351 05A

**UNIT DESCRIPTION**

This unit covers the competencies required to apply workplace essential skills. It involves Applying communication skills, promoting work ethical practices and values, and applying entrepreneurial 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 Skills | * 1. Specific communication methods are identified based on workplace requirements.   2. Identified ***communication methods*** are applied in accordance with workplace requirements.   3. Specific written communication strategies are identified based on workplace requirements.   4. Identified ***written communication methods*** are applied based on the workplace policy.   5. Non-verbal ***communication cues*** are identified in all areas as per workplace requirements.   6. Identified ***non-verbal communication cues are*** applied in all areas of the workplace requirements.   7. Pathways of ***oral communication*** are established as per workplace policy.   8. ***Group discussion techniques*** are applied based on workplace needs. |
| 1. Promote work ethical practices and values | 1. Personal management is demonstrated through self-awareness, self-esteem, emotional intelligence, stress management and assertiveness based on scope of work. 2. Policies and guidelines are observed as per the workplace requirements 3. Self-worth and professionalism is exercised in line with ***personal goals*** and organizational policies 4. Code of conduct is observed as per the workplace requirements 5. Teamwork is applied as per work place requirements 6. **Conflicts** are resolved between ***team*** members in line with organization policy. 7. ***Creative, innovative*** and practical solutions are developed based on the problem 8. ***Customer*** concerns and complaints are analyzed and resolved in line with the set organizational culture. |
| 1. Apply Entrepreneurial skills | 1. Personal finances are managed as per financial procedures and standards 2. Savings are managed as per financial procedures and standards 3. ***Sources of personal and business*** funds are identified as per financial procedures and standards 4. Investments are undertaken as per financial procedures and standards 5. ***Entrepreneurial roles and characteristics*** identified as per principles of Entrepreneurship 6. Salaried employment and self-employment are distinguished as per principles of entrepreneurship 7. ***Requirements for entry into self-employment*** are identified according to business procedures and standards 8. ***Regulatory requirements*** when starting a small business are identified as per business procedures and standards 9. Business planning is undertaken as per resource implications and regulatory framework |

**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. Written communication may include but not limited to: | * Memos * Letters * Notices * SMS |
| 1. Non-verbal strategies may include and not limited to: | * Posture * Gestures * Eye contact * Facial expressions * Dressing/Grooming |
| 1. Oral communication pathways may include and not limited to: | * Telephone calls * Face-to-face * Meetings * Interviews |
| 1. Group communication strategies may include but not limited to: | * Body language * Active listening * Concise language |
| 1. Conflicts include but are not limited to: | * Interpersonal Conflict. * Intrapersonal Conflict. * Intergroup Conflict. * Intragroup Conflict. |
| 1. Customer may include but not limited to: | * Loyal * Discount * Impulse * Need-based * Wandering |
| 1. Team may include but not limited to: | * Small workgroup * Staff in a section/department * Inter-agency Group * Virtual teams |
| 1. Creative and Innovation may include but are not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 1. Emerging issues may include but are not limited to: | * Artificial Intelligence * Data confidentiality * National cohesion * Open offices |
| 1. Sources of personal finance mayinclude but are 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. Characteristics of Entrepreneurs may include but are 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. Legal requirements when starting a small business may include but not limited to: | * Business Registration * Business Name Registration * Business Permits and Licenses * Tax Registration * Compliance with Employment Laws |

**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:

* Active listening
* Interpretation
* Negotiation
* Writing
* Decision making
* Problem solving skills
* Team work
* Responsibility skills
* Critical thinking
* Organizational
* Negotiation
* Monitoring
* Creative/innovative thinking
* Adaptability
* Conflict management
* Emotional intelligence
* Leadership
* Critical thinking
* Networking
* Basic financial management skills
* Creativity
* Analytical
* Management
* Problem-solving
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Effective verbal communication methods
* Simple effective questioning techniques
* Workplace etiquette
* Work planning
* Personal hygiene
* Accountability
* Workplace problems and how to deal with them
* 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
* Gender and diversity mainstreaming
* Professional growth and development
* creativity
* Innovation
* problem-solving
* customer care
* mentoring and coaching.
* Emerging issues
* Decision making
* Competition
* Budgeting
* Investment
* Personal financial management
* Risk
* Time management
* Market and feasibility studies
* Relevant developments in other industries

**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. Effected written communication based on workplace requirements.   2. Exercised non-verbal communication as per workplace requirements.   3. Executed group discussion strategies as per workplace policy.   4. Promoted team work based on workplace requirements   5. Promoted work ethical practices and values as per work place requirements   6. Budgeted Personal finance as per financial procedures and standards   7. Developed culture of Saving as per personal goals   8. Identified sources of personal and business finance as per financial procedures and standards   9. Undertook business planning as per resource implications and regulatory framework |
| 1. Resource Implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant work environments. 3. Resources relevant to the proposed activities or task. |
| 1. Methods of Assessment | 3.1 Written assessment   * 1. Observation   2. Oral assessment   3. Portfolio of Evidence   4. Interview   5. Third party report |
| 1. Context of Assessment | Competency may be assessed   1. On the job 2. In a simulated work environment |
| 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## CONDUCT FIRST AID

**UNIT CODE: 0913 351 06A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct first aid. It involves assessing the nature and extent of injury or illness, providing first aid services, evaluating first aid service and winding-up first aid.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Assess the nature and extent of injury or illness | * 1. Personal, casualty and environment safety are aassessed as per principles of first aid.   2. ***Nature and extent of injury and /or illness*** are assessed as per first aid principles.   3. Aassistance from ***emergency services*** is called as per first aid principles.   4. Prompt decision are made regarding action to be taken.   5. ***Tools and supplies*** required are Identified based on the assessment carried out   6. Tools and supplies gathered as per assessment of the situation. |
| 1. Provide first aid services | * 1. ***Ffirst aid measures*** are givenbased on nature and extent of injury/illness as per first aid principles.   2. ***Casualty's condition*** is monitoredbased on the vital signs as per first aid principles.   3. Iinformation on casualty condition is conveyed as per first aid principles.   4. Casualty is handed over to appropriate ***medical personnel*** as per first aid principles**.** |
| 1. Evaluate first aid service | * 1. Casualty response to intervention is evaluated based on the initial assessment.   2. First aider response is evaluated as per principles and procedures of first aid.   3. Referral is carried out as per first aid principles and procedures. |
| 1. Wind-up first aid | * 1. First aid area is cleared as per first aid principles.   2. Waste disposal is carried out per WHO guidelines   3. Recyclable materials are stored as per manufacturer’s instructions and first aid principles. |

**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. ***Nature and extent of injury or illness*** may include but not limited to: | * Choking * Burns * Scalds * Trauma * Nose bleeding * Cuts * Fractures * Drowning * Hypothermia * Electrocution * Poisoning and * Snake bites * Mild * Moderate * Severe |
| * + - 1. ***Emergency services*** may include but not limited to: | * Police * Ambulance * Fire fighters * The public * Health care providers |
| * + - 1. ***Tools and supplies*** may include but not limited to: | * Trolley * Stretcher * Gloves * Spine board * Sheets * Splints * Mask * Goggles * Apron/Gown/coverall/jump suit * Air ways/ adjuncts * Ambu-bag * First Aid kit |
| * + - 1. ***First aid measures*** may include but not limited to: | * Performing cardio- pulmonary resuscitation; * Managing   -choking, burns, scalds, trauma, nose bleeding, cuts, fractures, drowning, poisoning and snake bites. |
| * + - 1. ***Casualty’s condition*** may include but not limited to: | * Mild * Moderate * Severe * Acute * Chronic |
| * + - 1. ***Medical personnel*** may include but not limited to: | * Doctors * Nurses * Anesthetists * Paramedics * Physiotherapists |

**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 skills
* Interpersonal skills
* Organizing skills
* Basic nursing skills
* Performing cardio- pulmonary resuscitation;

**Required Knowledge:**

The individual needs to demonstrate knowledge of:

* OSH procedures and practices and regulations
* HIV/AIDS
* Hazards/risks identification and control
* Principles of first aid
* Scene size up
* Assessment of nature and extent of injury and /or illness
* Sourcing for emergency services
* Decision making-triaging
* Effective communication on casualty’s condition
* Handing over casualty tomedical personnel
* Monitoring Casualty’s condition
* Evaluating response of the casualty to the intervention
* Evaluating first aider’s response to the situation
* Documentation
* Waste management
* Report writing
* Requirements for first aid
* Management of:
* Choking
* Burns and scalds
* Trauma
* Nose bleeding
* Cuts
* Fractures
* Drowning
* Poisoning
* Snake bites
* Assisting patients with medical conditions such as:
* Asthma
* Epilepsy
* Diabetes

**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 the personal, casualty and environment safety as per principles of first aid   2. Assessed the ***nature and extent of injury and /or illness*** as per first aid principles   3. Called for assistance from ***emergency services*** as per first aid principles   4. Gave the first aid measures based on nature and extent of injury/illness as per first aid principles.   5. Conveyed information on the casualty condition as per first aid principles.   6. Monitored ***Casualty’s condition*** based on the vital signs as per first aid principles.   7. Referred the casualty to medical services as per first aid principles and procedures.   8. Stored recyclable materials as per manufacturer’s instructions and first aid principles. |
| * + - 1. Resource Implications | The following resources must be provided:   * 1. Workplace or assessment location   2. PPEs   3. Student file   4. Learner’s Mentoring tool |
| * + - 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Portfolio Assessment   3. Interview/oral   4. Case Study   5. Written test   6. Third party report |
| * + - 1. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| * + - 1. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## PERFORM CATERING SERVICES

**UNIT CODE: 0913 351 07A**

**UNIT DESCRIPTION:**

This unit focuses on the skills and knowledge required to provide catering services in a care setting. It emphasizes the importance of performing previous preparations, preparing and presenting meals and performing post production tasks.

**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 previous preparation | 1. **PPEs** are identified and used as workplace procedures 2. Production room is ***aired*** according to workplace procedures 3. ***Cleaning materials*** and equipment are selected and 4. assembled 5. Food production equipment are assembled and cleaned as per workplace procedures 6. Food production tools, surfaces and equipment are 7. cleaned as per workplace procedures 8. ***Ingredients*** are collected and weighed as per   recipe. |
| 1. Prepare main meal | 1. Food production ***equipment*** are identified as per recipe 2. ***Cooking methods*** are identified as per recipe 3. Meals are prepared as per recipes |
| 1. Present main meal | 1. Main meal prepared is held at required temperatures 2. Main meal prepared is portioned as per nutritional requirements 3. Main meal prepared is presented in correct equipment as per the recipe |
| 1. Perform post production tasks | 1. Tools, equipment and materials are cleaned and stored as per workplace procedures 2. Work surfaces and floors are cleaned as per workplace procedures 3. Waste is disposed as per workplace 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** |
| PPEs  Airing method  Cleaning materials  Ingredients  Cooking methods | * Food handlers’ gloves * Face masks * Aprons * Hair net * Chefs’ cap * Chefs’ jacket * Safety boots * Hand gloves * Oven gloves * Neckerchief * Care giver uniform * Natural- windows, doors, chimneys and vents * Mechanical – hvac systems e.g., air fans * Detergents * Dishwashers * Scrubbers * Mops * Mop buckets * Dust pans * Squeezer * Thickening agents * Seasonings * Vegetables * Cereals * Meats * Pulses * Fish * Eggs * Oils and fats * Cream * Dressings * Milk * Wheat flour * Yeast * Bread * Fruits * Poultry * Sea foods * Pasta and rice * Boiling * Baking * Stewing * Poaching * Frying * steaming * Cheese * Vermicelli * Vegetables * Cream * Fruits * Fresh herbs |

**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:

* OSH-Occupational Health and Safety
* Product knowledge
* Vegetables varieties
* Food safety and hygiene
* Waste disposal
* Proper storage
* Herbs and spices
* Fats and oils
* Sugar and salt
* Special needs
* Garnishes
* Professional ethics

**Required skills**

* Vegetable cuts
* Cleaning methods
* Food preparation techniques
* Use of working tools and equipment (chopping board, knife skills)
* Cooking methods
* Garnishing
* Communication
* Interpersonal relations

**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. Identified and used PPEs as per manufacturers’ instructions 2. Aired production room as per workplace procedure 3. Assembled and cleaned food production tools and equipment 4. Collected and weighed ingredients as per recipe 5. Used recommended equipment for cooking each food item 6. Applied cooking methods as per recipe 7. Portioned, garnished and presented main meal as per recipe 8. Cleaned and stored tools, equipment and materials as per workplace procedures 9. Cleaned work surfaces and floors as per workplace procedures 10. Disposed waste 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. Practical 2. Project 3. Written tests 4. Portfolio of evidence 5. Interviews 6. Third party report 7. Oral questioning |
| 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. |

## PROVIDE SPECIAL NEEDS CARE

**UNIT CODE:** **0913 351 08A**

**UNIT DESCRIPTION**

This unit covers competencies required to provide home based care services. It involves competencies on providing care for geriatrics, providing care for terminally ill patients, providing care for mentally ill patients, providing care for disabled, providing care for children with special needs and conducting patient psycho-social support.

**ELEMENTS AND PERFORMANCE CRITERIA**

| **Elements**  These describe the **key outcomes** which make up workplace function.  *Active voice is used to describe elements.* | **Performance Criteria**  These are **assessable** statements which **specify** the required **level of performance** for each of the elements.  *Passive voice is used to describe performance criteria.* |
| --- | --- |
| 1. Provide care for geriatrics | * 1. Client home environment is assessed as per WHO tools and guidelines for home assessment.   2. Client condition is assessed as per MOH tools for geriatric assessment   3. ***Work contract*** is developed based on client needs   4. ***Geriatric care activities*** are carried out as per MOH geriatric guidelines   5. Geriatrics care report is prepared as per MOH geriatric guidelines   6. Referral is carried out as per client condition |
| 1. Provide Care for terminally ill patients | * 1. Client home environment is assessed as per WHO tools and guidelines for home assessment.   2. Client condition is assessed as per MOH tools for geriatric assessment   3. Work contract is developed based on client needs   4. Terminal ill care is carried out as per MOH guidelines   5. Geriatrics care report is prepared as per MOH geriatric guidelines   6. Referral is carried out as per client condition |
| 1. Provide Care for mentally ill patients | * 1. Client home environment is assessed as per WHO tools and guidelines for home assessment.   2. Client condition is assessed as per MOH tools for mental health care   3. Work contract is developed based on client needs   4. Mental ill care is carried out as per MOH tool for mental health care   5. Mental ill care report is prepared as per MOH mental health care   6. Referral is carried out as per client condition |
| 1. Provide Care for disabled | * 1. Client home environment is assessed as per WHO tools and guidelines for home assessment.   2. Client condition is assessed as per MOH tools for disability screening and assessment   3. Work contract is developed based on client needs   4. ***Disability care activities*** are carried out as per MOH disability screening and assessment guidelines   5. Disability care report is prepared as per MOH disability guidelines   6. Referral is carried out as per client condition |
| 1. Provide Care for children with special needs. | * 1. Client home environment is assessed as per WHO tools and guidelines for home assessment.   2. Client condition is assessed as per MOH tools for children with special needs   3. Work contract is developed based on client needs   4. ***Special needs activities*** are carried out as per MOH tool for children with special guidelines   5. Report is prepared as per MOH tool for children with special needs guidelines   6. Referral is carried out as per client condition |
| 1. Conduct patient psycho-social support activities | * 1. Psycho-social needs are identified as per MOH guidelines   2. Psycho-social assessment tools are selected based on MOH guidelines   3. Psycho-social support contract is prepared and signed as per client needs   4. ***Psycho-social support activities*** is carried out as per client needs   5. Report is prepared as per MOH guidelines |

**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. ***Work contract*** may include but not limited to: | * Employment type * Compensation and benefits * Working hours * Commencement and duration * Job title and description * Termination of employment * Remuneration * Confidentiality |
| 1. ***Geriatric care activities*** may include but not limited to: | * Personal care assistance * Nutrition and meal support * Physical activity and rehabilitation * Mental and emotional support * Social and recreational activities * Home and environment management * Monitoring and documentation |
| 3.***Disability care activities*** may include but not limited to: | * Personal care and hygiene * Mobility and physical assistance * Meal preparation and feeding * Health and medical support * Education and skill development * Emotional and psychological support |
| 4.***Special needs activities*** may include but not limited to: | * Physical activities * Creative arts and crafts * Social and interactive activities * Educational and cognitive activities * Life skills development |
| 5.***Psycho-social support activities*** may include but not limited to: | * Counselling and therapy sessions * Support groups * Recreational and creative activities * Social and community engagement * Spiritual and cultural activities |

**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 in;

* + - Communication skills
    - Documentation
    - Rapport establishment skills
    - Observation of safety standards

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Occupational Safety and Health Standard

**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 | * 1. Assessed client home environment as per WHO tools and guidelines for home assessment.   2. Assessed client condition as per MOH tools for geriatric assessment   3. Developed work contract based on client’s needs   4. Carried out ***geriatric care activities*** as per MOH geriatric guidelines   5. Prepared geriatrics care report as per MOH geriatric guidelines   6. Carried out terminal ill care as per MOH terminal ill guidelines   7. Carried out mental ill care as per MOH tool for mental health care   8. Carried out ***disability care activities*** as per MOH disability screening and assessment guidelines   9. Carried out children ***special needs activities*** as per MOH tool for children with special guidelines   10. Carried out ***psycho-social support activities*** as per client’s needs |
| 1. Resource implications | The following resources should be provided:   * 1. Personal Protective Gear   2. Work place or assessment environment   3. OSHA copy   4. Waste disposal bins |
| 1. Methods of assessment | Competence maybe assesses through:   * 1. Portfolio assessment   2. Cases studies/situation   3. Practical   4. Observation   5. Third Party Reports   6. Written |
| 1. Context of assessment | Competence maybe assessed on the job, off the job or a combination of these.   * 1. Off the job assessment must be undertaken in closely simulated workplace environment   2. Assessment shall be observed while tasks are being undertaken whether individually or in-group |
| 1. Guidance information for assessment | Holistic assessment with other relevant units to the industry sector, workplace and job role is recommended. |