

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**COUNSELING**

**KNQF LEVEL 5**

**PROGRAMME ISCED CODE: 0923 454A**

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# FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the counselling sector’s growth and 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).

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.

**CHAIRPERSON COUNCIL, QAI**

# 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 were received from expert trainers, institutions and organizations.

I recognize with appreciation the role of the National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Sector acquire competencies to perform their work more efficiently and effectively.

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# ABBREVIATIONS AND ACRONYMS

CBET Competency Based Education and Training

CEO Council Secretary

DSM Diagnostic and Statistical Manual of Mental Disorder

KCPA Kenya Counselling Psychological Association

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualifications Authority

LCD Liquid Crystal Display

PFA Psychological First Aid

PTSD Post Traumatic Stress Disorder

PSY Psychology

Q&A Questions and Answer

TVET Technical and Vocational Education and Training

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

**Description of the course**

Counselling Psychology Level 5 qualification consists of competencies that a counsellor must have to assess the client, provide basic counselling services, provide psychological first aid services, and perform administrative duties for counselling services.

Counselling Psychology Level 5 qualification consists of the following basic and core units of learning

**Summary Of Units Of Learning**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Units Title** | **Unit Duration (Hours)** | **Credit Factor** |
| **MODULE I** | | | |
| **0923 451 01A** | Basic Counselling Services | 260 | 26 |
| **0031 441 02A** | Communication Skills in Counselling | 40 | 4 |
| **0611 441 03A** | Digital Literacy in Counselling | 40 | 4 |
| **MODULE II** | | | |
| **0923 451 04A** | Psychological First Aid (PFA) Services | 110 | 11 |
| **0413 441 05A** | Entrepreneurship in Counselling | 60 | 4 |
| **0923 451 06A** | Community Counselling | 110 | 11 |
| **MODULE III** | | | |
| **0923 451 07A** | Administrative Duties in Provision of Counselling Services | 280 | 28 |
| **0031 451 08A** | Work Ethics and Practices | 40 | 4 |
| **Sub Total** | | **940** | **94** |
| **Industry Training** | | **480** | **48** |
| **GRAND TOTAL** | | **1420** | **142** |

**Entry Requirements**

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

1. National Certificate of Secondary Education (K.C.S.E.) with a minimum mean grade of D (plain)

**Or**

1. Equivalent qualifications as determined by TVETA.

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of a higher qualification than Counselling level 6 or in related trade area; and
2. Licensed by TVETA.
3. Be registered by the Counsellors and Psychologist Board.

**Industrial Attachment**

An individual enrolled in this course will be required to undergo Industrial attachment for a minimum period of 480 hours in a counselling sector.

**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. Summative assessment shall focus more on critical aspects of the Unit of competency.
3. During summative assessment, basic and common units shall be integrated or assessed concurrently with the core units.
4. Formative and summative assessment weights shall constitute 60% and 40% of the overall score, respectively.
5. Theoretical and practical weighting for each unit of learning shall be as follows:
6. 30:70 for units in module I, module II and module III;

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

1. Obtained at least 40% in theory assessment in formative and summative assessments.
2. Obtained at least 50% in practical assessment in formative and summative assessment where applicable.
3. Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
4. 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 Counselling Level 5, 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

# MODULE I

## **BASIC COUNSELLING SERVICES**

**UNIT CODE:** 0923 451 01A

**Relationship to Occupational Standards**

**Duration of Unit: 260 hours**

**Unit Description**

This unit describes the competencies required to provide basic counselling services. It involves preparing to provide basic counselling services, providing basic counselling services, evaluating counselling services and terminating counselling services

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Set up for counselling session | **30** |
| 2. | Provide basic counselling services | **100** |
| 3. | Evaluate counselling services | **70** |
| 4. | Apply Ethical principles and professional standards in counselling | **30** |
| 5 | Terminate counselling services | **30** |
| **Total** | | **260** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Set up for counselling session | 1.1 Counselling venue preparation  Types and use of counselling tools e.g.   * + Consent form   + Contract form   + Intake form   1. Types and use of assessment tools e.g.   + Personality tests   + Anxiety tests   + PTSD tests   + Suicidality tests | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 2. Provide basic counselling services | 2.1Introduction to counselling   * 1. Meaning of counselling   2.3Counselling concepts and principles  2.4Application of:   * Human development concepts to counselling * Contextual issues * Theories of counselling e.g. psychoanalytic, behavioural and humanistic approaches * Basic counselling skills and techniques   2.5 Counselling process   * Reviewing client assessment * Intake process * Collecting client’s bio data * Relationship building * Developing a counselling plan * Providing individual counselling * Providing group counselling * Providing client referral * Providing client follow up | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 3.Evaluate counselling services | * 1. Use of evaluation tools * Types of evaluation * Client evaluation * Counselor evaluation * Counselor supervision | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Apply Ethical principles and professional standards in counseling | * 1. Explore core ethical principles   4.2Examine different ethical theories  4.3Apply relevant codes of ethics and professional standards within the counseling field.  4.4Make Ethical Decisions:   * + - Develop a process for identifying and analyzing ethical dilemmas.     - Apply ethical principles and codes of conduct to specific situations.     - Consider the potential consequences of different courses of action. * Address Specific Ethical Issues in Counseling: * Understand relevant laws and regulations impacting counseling practice. | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Terminate counselling services | 5.1Termination process   * 1. Counselling report preparation and sharing | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools e.g. consent form, intake form, contract form
* Assessment tools e.g. Personality tests, Psychometric tests, DSM
* Audio-visual equipment
* Training aids
* Reference materials

## **COMMUNICATION SKILLS IN COUNSELING**

**UNIT CODE:** 0031 441 02A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills in counselling

**Duration of Unit:** 40 hours

**Unit Description**

This unit describes knowledge, skills, and attitudes required to Apply Communication Skills in counseling. This involves: Promoting positive counselling outcome through communication channels, communicating through verbal, written, non-verbal, and visual and audio-visual media, conducting interviews and conducting technology in communications

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply counselling through communication channels | **8** |
| 2. | Communicate through verbal means | **8** |
| 3. | Communicate through written medium | **8** |
| 4. | Communicate through non-verbal medium | **6** |
| 5 | Conduct interviews | **5** |
| 6 | Apply technology in communications | **5** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1.Apply counselling through communication channels | * 1. Meaning of communication   2. Objectives of communication   3. Communication process   1.4 Principles of communication   * 1. Effective communication   2. Barriers to communication   3. Channels of communication. | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through verbal medium | * 1. Meetings   2. Speeches   3. Briefings   4. Interviews   5. Discussions   2.6 Conversations | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through written medium | * 1. Client contracts   2. Session notes   3Referral letters   * 1. Minutes   2. Memos   3. CV   4. Reports   5. Notices   6. Memorandum of Understanding (M.O.U)   7. Resource requisitions and checklist forms  1. Invoices | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Communicate through non-verbal medium | * 1. Body language   2. Dressing code   3. Signs, symbols and signals   4. Color codes | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Conduct interviews | 5.1 Preparation for interview   * 1. interview techniques   2. Records of interviews | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |
| 1. Apply technology in communication | * 1. Emails   2. Online meetings   3. Social media platforms**.**   4. Text messages   5. Digital presentations.   6. Communicate through visual and audio-visual media | * Observation * Oral questioning * Portfolio of evidence * Interviews * Third party report * Written tests |

**Suggested Methods of Instruction**

* Discussion
* Role playing
* Simulation
* Direct instruction
* Demonstration
* Field trips

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **General Resources** | **Tools and Equipment** | **Materials and Supplies** |
| 1.25 Desktop computers/laptops | Mobile phones | Flashcards |
| 1. Internet connection |  | Flip charts |
| 1. 1 Projector 2. 1 Printer |  | 2 packets of assorted colors of whiteboard marker pens |
| 1. 1 Whiteboard |  | Printing papers |
| 1. Report writing templates |  |  |

## **DIGITAL LITERACY IN COUNSELING**

**UNIT CODE:** 0611 441 03A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply digital literacy in counselling

**Duration of Unit:** 40 Hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Operate Computer Devices | **6** |
| 2. | Solve Tasks Using Office Suite | **6** |
| 3. | Manage Data and Information | **6** |
| 4. | Perform Online Communication and Collaborations | **6** |
| 5 | Apply Cyber security Skills | **5** |
| 6 | Perform Online Jobs | **5** |
| 7 | Apply job entry techniques | **6** |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested**  **Assessment Methods** |
| 1. Operate computer devices | * 1. Meaning and importance of digital literacy   2. Functions and Uses of Computers   1.3Components of a computer system   * 1. Computer Hardware   2. The System Unit E.g. Motherboard, CPU, casing   3. Input Devices e.g. pointing, keying, scanning, voice/speech recognition, direct data capture devices.   4. Output Devices e.g. hardcopy output and softcopy output   5. Storage Devices e.g. main memory e.g. RAM, secondary storage   6. Computer Ports e.g. HDMI, DVI, VGA, USB type C etc.   7. Operating system functions   8. Procedure for turning/off a computer   9. Mouse use techniques   10. Keyboard Parts and Use Techniques   11. Desktop Customization   12. File and Files Management using an operating system   13. Computer Internet Connection Options   14. Mobile Networks/Data Plans   15. Wireless Hotspots   16. Cabled (Ethernet/Fiber)   17. Dial-Up   18. Satellite   1.21Computer external devices management   * 1. Device connections   2. Device controls (volume controls and display properties) | * Observation * Written assessment * Oral assessment * Practical assessment |
| 1. Solve tasks using Office suite | * 1. Meaning and Importance of Word Processing   2. Examples of Word Processors   3. Working with word documents   4. Open and close word processor   5. Create a new document   6. Save a document   7. Switch between open documents   2.8 Enhancing productivity   * 1. Set basic options/preferences   2. Help resources   3. Use magnification/zoom tools   4. Display, hide built-in tool bar   5. Using navigation tools   6. Typing Text   7. Document editing (copy, cut, paste commands, spelling and Grammar check)   8. Document formatting   9. Formatting text   10. Formatting paragraph   11. Formatting styles   12. Alignment   13. Creating tables   14. Formatting tables   15. Graphical objects   16. Insert object (picture, drawn object)   17. Select an object   18. Edit an object   19. Format an object   20. Document Print setup   + Page layout,   + Margins set up   + Orientation.   2.28 Word Document Printing  2.29 Meaning & Importance of electronic spreadsheets   * 1. Components of Spreadsheets   2.31Application areas of spreadsheets   * 1. Using spreadsheet application   2. Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.   3. Cell Data Types   4. Block operations   5. Arithmetic operators (formula bar (-, +, \*, /).   6. Cell Referencing   7. Data Manipulation   8. Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)   9. Using Formulae   10. Sorting data   11. Filtering data   12. Visual representation using charts   13. Worksheet printing   14. Electronic Presentations   2.46 Meaning and Importance of electronic presentations   * 1. Examples of Presentation Software   2. Using the electronic presentation application   3. Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).   4. Open and close presentations   5. Creating Slides (Insert new slides, duplicate, or reuse slides.)   6. Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).   7. Use magnification/zoom tools   8. Apply or change a theme.   9. Save a presentations   10. Switch between open presentations   2.57Developing a presentation   * 1. Presentation views   + Slides   + Master slide * Text   + Editing text   + Formatting   + Tables * Charts   + Using charts   + Organization charts * Graphical objects   + Insert, manipulate   + Drawings * Prepare outputs   + Applying slide effects and transitions   1. Check and deliver      + Spell check a presentation      + Slide orientation      + Slide shows, navigation * Print presentations (slides and handouts) | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Manage Data and Information | * 1. Meaning of Data and information   2. Importance and Uses of data and information   3. Types of internet services   4. Communication Services   5. Information Retrieval Services   6. File Transfer   7. World Wide Web Services   8. Web Services   9. Automatic Network Address Configuration   10. News Group   11. Ecommerce   12. Types of Internet Access Applications   3.13 Web browsing concepts   * + Key concepts   + Security and safety   1. Web browsing   2. Using the web browser   3. Tools and settings   4. Clearing Cache and cookies   5. URIs   6. Bookmarks   7. Web outputs   8. Web based information search   9. Critical evaluation of information   10. Copyright, data protection   11. Downloads Management   12. Performing Digital Data Backup (Online and Offline)   13. Emerging issues in internet | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform online communication and collaboration | 4.0Netiquette principles   * 1. Communication concepts   2. Online communities   3. Communication tools   4. Email concepts   5. Using email   + Sending email   + Receiving email   + Tools and settings   + Organizing email   1. Digital content copyright and licenses   2. Online collaboration tools   3. Online Storage (Google Drive)   4. Online productivity applications (Google Docs & Forms)   5. Online meetings (Google Meet/Zoom)   6. Online learning environments   7. Online calendars (Google Calendars)   8. Social networks (Facebook/Twitter - Settings & Privacy)   9. Preparation for online collaboration * Common setup features * Setup   1. Mobile collaboration   + Key concepts   + Using mobile devices   + Applications   + Synchronization | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Apply cyber security skills | 5.1Data protection and privacy   * + Confidentiality of data/information   + Integrity of data/information   + Availability of data/information   1. Internet security threats   + Malware attacks   + Social engineering attacks   + Distributed denial of service (DDoS)   + Man-in-the-middle attack (MitM)   + Password attacks   + IoT Attacks   + [Phishing Attacks](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#phishing-attacks)   + [Ransomware](https://onlinedegrees.sandiego.edu/top-cyber-security-threats/#ransomware)   5.3 Computer threats and crimes  5.4 Cyber security control measures   * + Physical Controls   + Technical/Logical Controls (Passwords, PINs, Biometrics)   + Operational Controls   5.5 Laws governing protection of ICT in Kenya   * + The Computer Misuse and Cybercrimes Act No. 5 of 2018   + The Data Protection Act No. 24 Of 2019 | * Observation * Portfolio of Evidence * Project * Written assessment * Practical assessment * Oral assessment |
| 1. Perform Online Jobs | * 1. Introduction to online working   2. Types of online Jobs   3. Online job platforms   + Remo task   + Data annotation tech   + Cloud worker   + Upwork   + Oneforma   + Appen   1. Online account and profile management   6.5 Identifying online jobs/job bidding  6.6 Online digital identity   * 1. Executing online tasks   6.8 Management of online payment accounts. | 1. Observation 2. Portfolio of Evidence 3. Project 4. Written assessment 5. Practical assessment 6. Oral assessment |
| 1. Apply job entry techniques | 7.1 Types of job opportunities   * Self employment * Service provision * product development * salaried employment   1. Sources of job opportunities   7.3Resume/ curriculum vitae   * What is a CV * How long should a CV be * What to include in a AC * Format of CV * How to write a good CV * Don’ts of writing a CV   1. Job application letter * What to include * Addressing a cover letter * Signing off a cover letter   7.5 Portfolio of Evidence   * Academic credentials * Letters of commendations * Certification of participations * Awards and decorations   7.6 Interview skills   * Listening skills * Grooming * Language command * Articulation of issues * Body language * Time management * Honesty   1. Generally knowledgeable in current affairs and technical area | * + Observation   + Oral assessment   + Portfolio of evidence   + Third party report  1. Written assessment |

**Suggested Methods Instruction**

* + Instructor-led facilitation using active learning strategies
  + Demonstration by trainer
  + Practical work by trainees
  + Viewing of related videos
  + Group discussions
  + Project
  + Role play
  + Case study

**Recommended Resources for 25 Trainees**

* 25 computers with the following software:
  + Windows/Linux/Macintosh Operating System
  + Microsoft Office Software
  + Google Workspace Account
  + Antivirus Software
* 2 Printers
* Printing Papers
* External storage media
* 1 Projector
* 1 Whiteboard
* 1 Smartboard/Smart TV (Where applicable)
  + Assorted whiteboard markers
  + Internet connection
  + 5 samples of CVs
  + 5 samples of job applications

# MODULE II

## **PSYCHOLOGICAL FIRST AID (PFA) SERVICES**

**UNIT CODE:** 0923 451 04A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Provide Psychological First Aid (PFA) services

**Duration of Unit:** 150hours

**Unit Description**

This unit describes the competencies required to provide psychological first aid. It involves preparing to provide psychological first aid services, providing psychological first aid services, evaluating psychological first aid services and terminating psychological first aid services.

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Setting up for psychological first aid session | 70 |
| 2. | Provide psychological first aid services | 20 |
| 3. | Evaluate psychological first aid services | 10 |
| 4. | Terminate psychological first aid services | 10 |
| **Total** | | **110** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Setting up for psychological first aid session | * Counselling venue preparation * Types and use of counselling tools e.g.   + Consent form   + Contract form   + Intake form * Types and use of assessment tools e.g.   + PFA tools   + Anxiety tests   + Panic disorder tests   + Suicidality tests   + PTSD tools | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 2.Provide psychological first aid services | * Intervention plan development * Provision psychological services * Provision of psycho-education * Mobilization of resources * Collaborative services * Contextual issues * Implementation of client follow up * Client referrals * Application of ethical and legal standards | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 3.Evaluate psychological first aid services | * Use of evaluation tools * Types of evaluation * Client evaluation * Counsellor evaluation * Counsellor supervision | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 4.Terminate psychological first aid services | * Termination process * Psychological First Aid Services report preparation and sharing | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools e.g. consent form, intake form, contract form
* Assessment tools e.g. Personality tests, DSM
* Audio-visual equipment
* Training aids
* Reference materials

## **ENTREPRENEURSHIP IN COUNSELING**

**UNIT CODE: 0413** **441 05A**

**Relationship to occupational standards**

This unit addresses the unit of competency: Apply entrepreneurship in counseling

**Duration of unit:** 60 hours

**Unit Description:**

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

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply the fundamentals of entrepreneurship in counselling. | 10 |
| 2. | Apply the entrepreneurial concept | 10 |
| 3. | Identify entrepreneurship opportunities | 5 |
| 4. | Apply business legal aspects | 10 |
| 5. | Innovate Business Strategies | 5 |
| 6. | Develop a counselling business plan | 20 |
| **Total** | | **40** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply the fundamentals of entrepreneurship in counseling. | * Personal finance management * Balancing between needs and wants * Budget Preparation * Saving management * Factors to consider when deciding where to save * Debt management * Factors to consider before taking a loan * Investment decisions * Types of investments * Factors to consider when investing money * Insurance services * insurance products available in the market * Insurable risks | * Observation * Project * Written assessment * Oral assessment * Third party report * Interviews |
| 2.Apply entrepreneurial concept | * Difference between Entrepreneurs and Business persons * Types of entrepreneurs * Ways of becoming an entrepreneur * Characteristics of Entrepreneurs * salaried employment and self-employment * Requirements for entry into self-employment * Roles of an Entrepreneur in an enterprise * Contributions of Entrepreneurship | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 3.Identify entrepreneurship opportunities | * Sources of business ideas * Factors to consider when evaluating business opportunity * Business life cycle | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 4.Apply business legal aspects | * Forms of business ownership * Business registration and licensing processing * Types of contracts and agreements * Employment laws * Taxation laws | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 5.Innovate business Strategies | * Creativity in business * Innovative business strategies * Entrepreneurial Linkages * ICT in business growth and development | * Observation * Project * Written assessment * Oral assessment * Third party report |
| 6.Develop counseling business plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Observation * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of Instruction**

* Direct instruction with active learning strategies
* Project (Business plan)
* Case studies
* Field trips
* Group Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training
* Guest speakers

**Recommended Resources for 25 Trainees**

* 5 Case studies
* 5 Business plan templates
* 10 Computers
* 1 Overhead projectors
* Internet
* Video clips
* 5 Newspapers and Handouts
* 5 Business Journals
* 25 sets of Writing materials

## **COMMUNITY COUNSELLING**

**UNIT CODE: 0923 451 06A**

**UNIT DURATION: 100 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; provide community counselling

**Unit Description**

This unit specifies the competencies required to provide community counselling. It entails preparing to provide community counselling, carrying out community counselling, evaluating community counselling and terminating community counselling.

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to provide community Counseling | 20 |
| 2. | Carry out community Counseling | 40 |
| 3. | Evaluate community Counseling | 20 |
| 4. | Terminate community Counseling | 20 |
| **Total** | | **100** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to Provide community Counseling | * 1. Introduction to community counseling      1. Definition of terms: * Community * Norms * Culture   + 1. Roles of counselors in the community     2. Factors influencing community counseling     3. Importance of community counseling     4. Community counseling Theory * Labeling theory   1. Community Counseling venue preparation      1. Factors to consider when preparing community counseling venue   2. Identification of community counseling contract form   3. Community counseling tools      1. Types of community counselling assessment tools * Diagnostic Statistical Manual (DSM 5- TR) * International Classification of Diseases (ICD) * Post -Traumatic Stress Disorder (PTSD) tests   + 1. Uses of community counseling assessment tools   1. Identification of treatment plan   2. Community underling issues | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Carry out community Counseling | 2.1 Establishment of rapport  2.1.1 Ccharacteristics of a good therapeutic relationship  2.2 Completion of Contract and Intake forms   * + 1. Importance of completing contract and intake forms   1. Administration of Assessment tools   2. Determination Assessment outcome      1. Analysis of assessment outcome      2. Importance of analyzing assessment outcome   3. Completion of treatment plan   4. Conducting community counseling session   2.6.1 Types of services   * Debriefing * Support services * Mental health awareness * Rehabilitation services * Crisis Preventive and outreach   2.7 Ongoing reassessment   * Importance of client exploration   2.8Importance of maintaining client-counselor relationship   * 1. Facilitating client referral | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 1. Evaluate community Counseling | * 1. Evaluation of community counseling      1. Types of evaluation tools * Questionnaires * Observation * Portfolios * Rating scales * checklist   + 1. Types of evaluation * Outcome * Impact * Psychological * Summative * Formative   + 1. Client evaluation   1. Preparation of Evaluation report   2. Documentation of community records * Importance of Documentation | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |
| 4. Terminate community Counseling | * 1. Reviewing of community counseling goals   2. Termination process   4.2.1 Types of termination   * Client initiated * Counsellor initiated   4.3 Providing continuum of care   * Psycho education * Referral for medical services * Referral for legal services * Outreach services | * Observation * Oral questioning * Written tests * Case studies * Audio-visual reviews * Role plays |

**Suggested Methods of Instruction**

* Practical
* Projects
* Demonstrations
* Group discussion
* Direct instruction
* Case studies
* Role play
* Simulation

**Recommended Resources for 25 Trainees**

* 1 Projector
* 1 Printer
* 2 laptops
* 1 Instruction room
* 25 Lecture chairs
* Adequate Training aids

# MODULE III

**MODULE THREE**

## **ADMINISTRATIVE SERVICES IN COUNSELLING FACILITIES**

**UNIT CODE:**  **0923 451 07A**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Perform administrative duties for counselling services

**Duration of Unit:** 230 hours

**Unit Description**

This unit describes the competencies required to perform administrative duties in the provision of counseling services. It involvespreparing to perform administrative duties in counseling services, performing administrative duties in counseling services and evaluating performance of administrative duties

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Prepare to perform administrative duties in counselling services | 85 |
| 2. | Perform administrative duties in counselling services | 100 |
| 3. | Evaluate performance of administrative duties | 95 |
| **Total** | | **280** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Prepare to perform administrative duties in counseling services | * Development of work plans and budgets * Requisition of materials and supplies * Mobilization of resources * Application of ethical and legal standards | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Perform administrative duties in counseling services | * Overview of: * Day to day operations * Implementation of policies * Human resource management * Financial literacy and management * Marketing, sales and advocacy * Networking * Management of supplies and stock * Occupational safety and health adherence * Counsellor supervision enforcement * Counselling services regulations implementation * Preparation and sharing of management reports | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |
| 1. Evaluate performance of administrative duties | * Use of evaluation tools * Continuous monitoring and evaluation * Record keeping * Types of evaluation * Self-evaluation * Staff evaluation * Clients evaluation * Visitors evaluation * Senior management evaluation | * Observation * Oral questioning * Written tests * Audio-visual reviews * Role plays * Case studies |

**Suggested Methods of Instruction**

* Facilitation of theory by trainer
* Demonstration of task by trainer
* Practice by trainee
* Role plays
* Case studies
* Audio-visuals presentations

**Recommended Resources**

* Counselling venue
* Counselling tools
* Assessment tools
* Audio-visual equipment
* Reference materials
* Training aids\

## **WORK ETHICS AND PRACTICES** **IN COUNSELING**

**UNIT CODE:** 0031 451 08 A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply work ethics and practices.

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem-solving, and promote customer care.

**Summary of Learning Outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (Hours)** |
| 1. | Apply self-management skills | 10 |
| 2. | Promote ethical practices and values | 5 |
| 3. | Promote Teamwork | 5 |
| 4. | Maintain professional and personal development | 10 |
| 5. | Apply Problem-solving skills | 5 |
| 6. | Promote Customer care. | 15 |
| **Total** | | **50** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Apply self-management skills | * Self-awareness * Formulating personal vision, mission, and goals * Healthy lifestyle practices * Strategies for overcoming work challenges * Emotional intelligence   Coping with Work Stress.  Assertiveness versus aggressiveness and passiveness   * Developing and maintaining high self-esteem * Developing and maintaining positive self-image * Time management * Setting performance targets * Monitoring and evaluating performance targets | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote ethical work practices and values | * Integrity * Core Values, ethics and beliefs * Patriotism * Professionalism * Organizational codes of conduct * Industry policies and procedures | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Teamwork | Types of teams  Team building  Individual responsibilities in a team  Determination of team roles and objectives  Team parameters and relationships  Benefits of teamwork  Qualities of a team player  Leading a team  Team performance and evaluation  Conflicts and conflict resolution  Gender and diversity mainstreaming  Developing Healthy workplace relationships  Adaptability and flexibility  Coaching and mentoring skills | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Maintain professional and personal development | * Personal vs professional development and growth * Avenues for professional growth * Recognizing career advancement * Training and career opportunities * Assessing training needs * Mobilizing training resources * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Managing work priorities and commitments * Dynamism and on-the-job learning | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Apply Problem-solving skills | * Causes of problems * Methods of solving problems * Problem-solving process * Decision making * Creative thinking and critical thinking process in development of innovative and practical solutions | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Customer Care | * Identifying customer needs * Qualities of good customer service * Customer feedback methods * Resolving customer concerns * Customer outreach programs * Customer retention | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |

**Suggested Methods of Instruction**

* Instructor lead facilitation of theory using active learning strategies.
* Demonstrations
* Simulation/Role play
* Group Discussion
* Presentations
* Projects
* Case studies
* Assignments

**Recommended Resources for 25 Trainees**

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