

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**SOCIAL WORKER**

**LEVEL 5**

**0S ISCED CODE: 0923 454A**

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# FOREWARD

Technical and Vocational Education and Training (TVET) is a priority sector in Kenya supporting the achievement of an educated, competent and competitive nation not only on a regional scale, but globally. Quality TVET, which is relevant, accessible and labour market oriented, creates welfare, employment opportunities, enhances labour productivity and improves the daily lives of all Kenyans. Quality education and training will contribute to achievement of Kenya’s development blueprint, Vision 2030 and sustainable development goals. The Government of Kenya, in its commitment to transforming education, training and research, has instituted a number of measures based on findings of various commissions and task forces. One of the measures was the formulation of the Policy Reforming Education and Training for Sustainable Development in Kenya (Sessional Paper No. 1 of 2019). A key feature of this policy is the radical change in the design and delivery of the 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 allows for multiple entry and exit in TVET programmes.

TVET-industry linkages required to support the CBET programmes were found to be weak in a study conducted on the status of implementation of Competency Based Education and Training (TVETA, 2021). The Kenya Youth Development Policy (2019) notes that the weak linkage between education and training, and the labour market makes it difficult for the youth to transition into the labour market.

This requires that that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that ……….developed these Occupational Standards with the involvement of the industry for the purpose of developing a competency-based curriculum for Social Worker.These Occupational Standards will also be the basis for assessment of an individual for competence certification. These Occupational Standards will play a great role towards development of competent social work for the social work sector’s growth and development.

# PREFACE

The Constitution of Kenya 2010 emphasized quality and relevance of education and training for the youth as a human right. Kenya Vision 2030 calls for the linkage between training and the labour market, creation of entrepreneurial skills and competencies and strong public private sector partnerships. It aims to transform the country into a newly industrialized “middle-income country in which all citizens have a high-quality life and engage in lifelong learning and training.

Technical and Vocational Education and Training (TVET) sector has been identified as a key enabler in the delivery of skills and competencies required to deliver the governments transformation agenda. The sector has a responsibility of facilitating the process of inculcating knowledge, skills and attitudes necessary for catapulting the nation to a globally competitive country, hence the paradigm shift to embrace Competency Based Education and Training (CBET).

CBET focuses on the knowledge, skills, and abilities of trainees, which allow for self-paced progress and provides them with the support they need to succeed. It provides more specialized learning that allows one to progress as the trainees demonstrate mastery of the subject matter. It relies on training institutions for the development, articulation and assessment of specific knowledge, skills and abilities of which trainees must demonstrate mastery. CBET gives the labour market greater assurance that training institutions are equipping their graduates and future employees with the knowledge, skills and abilities needed for a productive workforce. The approach also allows for greater alignment to local workforce needs in order 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.

It is against this background that ………………..developed this Occupational Standard with the involvement of the industry for the purpose of developing a competency-based curriculum for social worker. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

# ACKNOWLEDGMENT

In developing this occupational standard, significant involvement and support was received from various organizations. We would like to thank the representatives from the social work who provided technical assistance in the identification of the duties and tasks for social worker and to thank the individual committee members who translated this information into a working document.

This occupational standard contains the occupational profile, list of duties, and the knowledge, skills and behaviours needed for someone to be competent in the occupation’s duties.

Special thanks to the Board of Directors and management of TVETA, KNQA, CDACC for supporting the process of developing this occupational standard.

I am convinced that this curriculum will go a long way in ensuring that workers in Social Work acquire competencies that will enable them to perform their work more.

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# ACRONYMS AND ABBREVIATIONS

|  |  |
| --- | --- |
| ART | Antiretroviral therapy |
| IGA | Income Generating Activities |
| NDMA | National Disaster Management Authority |
| OVC | Orphan and Vulnerable Children |
| PLHA | People living with HIV and AIDS |
| PWD | Person with disability |
| TVET | Technical and Vocational Education and Training |
| VCT | Voluntary counselling and testing |

# 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

# OVERVIEW

Social Worker Level 5 occupational training standards contain competencies that a person must achieve to enable him/her to be certified as a Social Worker. A Social Worker is a person who can demonstrate underpinning knowledge and competence in supporting or enabling the use of social work knowledge, equipment and applications, selecting appropriate social work resources, techniques, configurations, procedures and methods in performing social work activities.

Social Worker Level 5 comprises of three modules of learning as indicated below

|  |  |
| --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** |
| 0031 441 01 A | APPLY COMMUNICATION SKILLS |
| 0923 451 01 A | CONDUCT HOME BASED CARE |
| 0923 451 02 A | CONDUCT CHILD WELFARE PROGRAMMES |
| 0923 451 03 A | MANAGE COMMUNITY- BASED GROUPS |
| 0611 541 01 A | APPLY DIGITAL LITERACY |
| 0923 451 04 A | PROVIDE PSYCHOSOCIAL SUPPORT |
| 0923 451 05 A | CONDUCT COMMUNITY EMPOWERMENT |
| 0923 451 06 A | CONDUCT SOCIAL WORK CASE MANAGEMENT |
| 0417 441 03 A | APPLYWORK ETHICS AND PRACTICES |
| 0923 451 07 A | CARRY OUT ADVOCACY AND LOBBYING |
| 0923 451 08 A | COORDINATE DISASTER MANAGEMENT |

**APPLY COMMUNICATION SKILLS**

**UNIT CODE: 0031 441 02A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency. | Assessment requires evidence that the candidate:   * 1. Identified and applied specific communication channels based on workplace requirements.   2. Identified and applied specific written communication correspondence according to the workplace requirements.   3. Applied and developed non-verbal strategies to communicate in all areas of the workplace requirements.   4. Established pathways of oral communication as per workplace policy.   5. Applied group communication strategies based on workplace needs. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place. 2. Appropriately simulated environment where assessment can take place. 3. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Oral assessment   2. Portfolio of evidence   3. Third party report   4. Written assessment |
| 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 HOME BASED CARE

**UNIT CODE: 0923 55117A**

**UNIT DESCRIPTION**

This unit describes the competencies required to perform home-based care. It involves assessing home based care needs, developing home based care plan, executing home based care plan, evaluating home-based care activities and documenting home based care activity outcomes.

**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. Assess home based care needs | * 1. Target beneficiaries are identified as per workplace procedures   2. Assessment tools are developed as per identified need   3. Assessment tools are administered as per identified need   4. Data analysis and interpretation is carried out as per workplace procedures   5. Needs assessment report is prepared and disseminated as per workplace procedures |
| 1. Develop home based care plan | 2.1 Resources are identified as per workplace procedures   * 1. ***Individual care plan*** is developed as per client need   2. Family linkages are established as per workplace procedures   3. Relevant service providers are identified as per client need |
| 1. Execute home based care plan | * 1. Home-based care resources are allocated as per the care plan.   2. Home-based care service providers are engaged as per client need.   3. Family members are empowered based on client need.   4. Home-based care plan is implemented as per care plan.   5. Home based care plan outcomes are documented as per workplace procedures. |
| 1. Evaluate home based care activities | * 1. Key Indicators of home-based care activities are identified as per client care plan   2. Indicators are tracked based on the care plan   3. Indicators are analysed based on the care plan   4. Report is prepared as per workplace procedures   5. Necessary referrals are executed as per workplace procedures |
| 1. Document home based care activity outcomes | * 1. Documentationprocedures are identified as per workplace procedures   2. Home base care documentation toolsare prepared as per organization procedures.   3. Home-based care documentation is carried out as per organization procedures.   4. Home-based care documents are stored as per organization procedures. |

**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. Target beneficiaries may include but are not limited to: | * OVC * PLHA * The elderly * Patients with terminal illness * PWD |
| 1. Service providers may include but are not limited to: | * Nutritionists * Medical practitioners * Professional counsellors * Spiritual leaders * Care givers |
| 1. Strategies may include but are not limited to: | * Education * Stigma reduction * Counselling and social support * Community support mobilization * Referring clients * Material support * IGAs * Legal services |
| 1. Individual care plan (ICP) may include but are not limited to: | * Assessment of the client/patient’s needs * Identification of effective interventions * Identification of resources * Resource allocation * Review of ICP |

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + Social welfare policies
  + Human behaviour and social environment
  + Social work practices and interventions
  + Social research and research methods
  + Human growth and development
  + Home based care programs
  + Digital literacy

**Required Skills**

The individual needs to demonstrate the following skills:

* + Basic counselling
  + Interpersonal
  + Planning
  + Self-awareness
  + First aid
  + Critical thinking
  + Decision making
  + Digital literacy
  + Effective communication

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | 1. Assessment requires evidence that the candidate 2. Identified target beneficiaries as per workplace procedures 3. Developed assessment tools as per identified need 4. Administered assessment tools per identified need 5. Prepared a needs assessment report as per workplace procedures 6. Developed an individual care plan as per client needs 7. Documented home based care plan outcomes as per workplace procedures 8. Identified key indicators of home-based care activities as per client care plans 9. Prepared report as per workplace procedures |
| 2. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant work environment. 3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:   1. Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## CONDUCT CHILD WELFARE PROGRAMMES

**UNIT CODE: 0923 551 14A**

**UNIT DESCRIPTION**

This unit covers the competencies required to carry out child welfare programmes. It involves assessing child welfare issues, developing child welfare program plan, implementing child welfare program plan, evaluating child welfare intervention plan outcomes and documenting child welfare programs.

**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)*** |
| Assess child welfare issues | * 1. ***Child welfare issues*** are identified as per workplace procedures   2. Child welfare assessment tools are developed based on the identified issue.   3. Child welfare assessment tools are administered per workplace procedures.   4. Child welfare assessment report is developed as per workplace procedures |
| 2. Develop child welfare plan | * 1. Child welfare ***intervention plan*** is developed as per identified child welfare issues.   2. Child welfare ***Resources*** are identified as per identified child welfare issues.   3. Child welfare relevant ***stakeholders*** are engaged as per identified issue. |
| 3. Implement child welfare plan | 1. Care givers are empowered to give support based on the identified issues 2. Children are empowered with ***life skills*** based on identified issue. 3. Networking with child protection partners is carried as per identified child welfare issue. 4. Resources are allocated as per the workplace procedures. 5. Referrals are made as the workplace procedures. |
| 4.Evaluate intervention plan outcomes | 1. Child welfare intervention plan outcomes are reviewed. 2. Child welfare follow up activities are established as per workplace procedures. 3. Child welfare referrals are made as per the workplace procedures. 4. Child welfare termination process is initiated as per workplace procedures. 5. Child welfare intervention plan outcomes report is prepared and shared as per the workplace procedures. |
| 5.Document child welfare programs | * 1. Child welfare documentation analysis is conducted as per the workplace procedures.   2. Child welfare documentation procedures are identified as per workplace procedures   3. Child welfare documentation tools are prepared as per workplace procedures.   4. Child welfare documentation is carried out as per workplace procedures |

**RANGE OF VARIABLES**

|  |  |
| --- | --- |
| **VARIABLE** | **RANGE** |
| Empowered | * Economic empowerment * Parenting education * Public education programs on child protection * Establishment of community-based referral and reporting mechanisms |

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

**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:

* Presentation
* Interpersonal relation
* Planning and prioritization
* Report writing
* Coordination

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Social work practices and interventions
* Legal aspects in child welfare
* Human growth and development
* Child welfare programmes
* Digital literacy

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| * + - 1. Critical aspects of Competency | Assessment requires evidence that the candidate:   1. Identified child welfare issues as per workplace procedures 2. Developed child welfare assessment as per workplace procedures 3. Developed child welfare assessment report is as per workplace procedures 4. Developed child welfare plan intervention plan as per identified child welfare issues 5. Referrals are made as the workplace procedures. 6. Child welfare intervention plan outcomes report is prepared and shared as per the workplace procedures. 7. Child welfare documentation tools are prepared as per workplace procedures. |
| 2. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant work environment. 3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:  Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## MANAGE COMMUNITY-BASED GROUPS

**UNIT CODE: 0923 551 10A**

**UNIT DESCRIPTION**

This unit describes the competencies required to manage community groups. It involves identifying target group, mobilizing target group, planning group activities, monitoring group activities, and documenting group activities.

**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. Identify target group | * 1. Community groups ***Assessment tools*** are developed as per workplace procedures   2. Community groups assessment tools are administered as per workplace procedures   3. Community ***Target group*** is identified as per assessment findings   4. Community groups assessment report is prepared as per the workplace procedures |
| 1. Mobilize target group | 1. Community Groups ***key contact person*** is identified as per workplace procedures 2. Sensitization of community groups key stakeholders is conducted as per workplace procedures 3. Community groups mobilization plan is developed as per workplace procedures 4. Community groups mobilization plan implemented as per workplace procedures |
| 1. Plan group activities | 1. Community groups problem analysis is conducted as per workplace procedures 2. Community groups planned activities’ ***objectives*** are developed in line with identified problem 3. Activity work plan is developed in line with set objectives. 4. Resources required are identified as per outlined activities. 5. Implementation task force is established as per workplace procedures 6. Group activity work plan is implemented as per workplace procedures 7. Activity review is done as per workplace procedures |
| 1. Monitor group activities | 1. Monitoring and evaluation team is formed as per workplace procedures 2. ***Monitoring and evaluation tools*** are developed as per workplace procedures 3. Monitoring and evaluation is conducted based on the tools developed 4. Monitoring report is prepared and disseminated as per workplace procedures 5. Recommendations are reviewed as per workplace procedures |
| 1. Document group activities | 1. Documentation analysis is conducted as per the workplace procedures. 2. Documentationprocedures are identified as per workplace procedures 3. ***Documentation tools*** are prepared as per workplace procedures 4. Documentation is carried out as per workplace procedures |

**RANGE OF VARIABLES**

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. Assessment tools may include but not limited to: | * Questionnaires * Survey * Observation checklist * Interviews |
| * + - 1. Key contact person may include but not limited to: | * Community leaders * Community workers * Religious leaders * Political leaders |
| * + - 1. Target group may include but not limited to: | * Single mothers * Unemployed youths * Teenage mothers * Persons living with disability * Rural women |
| * + - 1. Objectives may include but not limited to: | * + - * Specific       * Measurable       * Achievable       * Realistic       * Time bound |
| * + - 1. Monitoring and evaluation tools may include but not limited to: | * Baseline tools * Data collection tools * Participatory Rural Appraisal tools (PRA) * Key Performance Indicators (KPIs) * Logical Framework Approach (LFA) |
| Documentation tools may include but not limited to: | * Progress reports * Case studies * Data Management Systems * Learning Journals |

**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:

* Presentation
* Communication skills
* Interpersonal
* Planning
* Report writing
* Critical thinking
* Team work
* Managerial skills

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Community groups registration Act 30 of 2022
* Social welfare policies
* Social work practices and interventions
* Social research
* Legal aspects in community work
* Digital literacy
* Group dynamics

**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 evidences that the candidate:   1. Developed assessment tools as per workplace procedures 2. Identified target group as per assessment findings 3. Prepared assessment report as per the workplace procedures 4. Conducted sensitization of key stakeholders as per workplace procedures 5. Conducted problem analysis as per workplace procedures 6. Developed activity work plan is in line with set objectives. 7. Established implementation task force as per workplace procedures 8. Developed monitoring and evaluation tools are as per workplace procedures 9. Conducted monitoring and evaluation is based on the tools developed 10. Prepared and disseminated monitoring report as per workplace procedures 11. Reviewed recommendations as per workplace procedures 12. Prepared documentation tools as per workplace procedure |
| 2. Resource implications | The following resources should be provided:   1. Appropriately simulated environment where assessment can take place. 2. Access to relevant work environment. 3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:  Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

**APPLY DIGITAL LITERACY**

**UNIT CODE: 0611 541 01A**

**UNIT DESCRIPTION:**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED KNOWLEDGE AND SKILLS**

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

**Required knowledge**

The individual needs to demonstrate knowledge of:

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

**Required skills**

The individual needs to demonstrate the following skills:

* Active listening
* Keyboard Skills
* Mouse Skills
* Analytical skills
* Creativity
* Interpretation Skills
* Communication
* Spread sheet operations (applying fundamental operations such as addition, subtraction, division and multiplication)
* Computer Use Safety Skills
* Document Editing Skills
* Document Formatting Skills
* Document Printing Skills
* Netiquette Skills
* Internet Browsing Skills
* Problem Solving Skills
* Online Collaboration Skills
* Cyber security Skills
* CV writing
* Grooming

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of competency | ***Assessment requires evidence that the candidate:***   * 1. Operated computer devices as per workplace policies and regulations.   2. Solved tasks using the office suite as per workplace policies and regulations.   3. Manage data and information as per workplace policies and regulations.   4. Performed online communication and collaboration as per workplace policies and regulations.   5. Applied cyber security skills in accordance with workplace policies and regulations.   6. Executed online tasks according to the job requirements.   7. Searched for job opportunity based on competencies.   8. Prepared job requirement documentations based on job opportunity.   9. Demonstrated interview skills based on the job opportunity. |
| 1. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environments where assessment can take place.   3. Resources relevant to the proposed activities or task. |
| 1. Methods of assessment | Competency in this unit may be assessed through:  3.1Written tests   * 1. Oral assessment   2. Portfolio of evidence   3.4 Third party report |
| 1. Context of assessment | Competency may be assessed:   * 1. Workplace or simulated workplace. |
| 1. Guidance information for assessment | * 1. Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

**PROVIDE PSYCHO-SOCIAL SUPPORT**

**UNIT CODE: 0923 54105A**

**UNIT DESCRIPTION**

This unit covers the competencies required to provide psychosocial support. It involves assessing client’s psycho-social support needs, developing psycho-social support plan, implementing psycho-social support plan and evaluating psycho-social support activities

|  |  |
| --- | --- |
| **ELEMENTS AND PERFORMANCE CRITERIAELEMENT**  These describe the key outcomes, which make up workplace function. | **PERFORMANCE CRITERIA**  These are assessable statements, which specify the required level of performance for each of the elements.  ***Bold and italicized terms*** ***are elaborated in the Range.*** |
| 1. Assess client’s psycho-social needs | 1. Psychosocial support intake session is carried out as per case work process guidelines 2. ***Psychosocial assessment tools*** are developed based on intake session outcomes 3. ***Psychosocial support ethical conduct*** is assured in accordance with social work code of ethics 4. Psychosocial assessment tools are administered as per case work process guidelines 5. Psychosocial diagnosis is carried out per case work process guidelines 6. Psychosocial diagnosis report is prepared as per case work process guidelines |
| 1. Develop psychosocial support plan | 1. Psychosocial support setting is established as per client needs 2. Psychosocial support contract is prepared and signed as per case work process guidelines 3. Counsellor-Client working relationship is established as per case work process guidelines 4. Psychosocial support objectives are established as per workplace procedures 5. Psychosocial support interventions are co-developed based on workplace procedures |
| 1. Implement Psychosocial support plan | 1. Psychosocial support session notes are taken as per work procedure 2. Orientation is carried out as per psychosocial support action plan 3. Psychosocial support sessions are initiated as per intervention plan 4. A supportive environment is created based on community Psychosocial Support Guiding principles. |
| 1. Evaluate psychosocial support outcomes | * 1. Psychosocial support evaluation tools   2. Psychosocial support progress review   3. Psychosocial support process termination   4. Evaluation report   5. Psychosocial support documentation |

**RANGE OF VARIABLES**

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. Psychosocial assessment tools may include but are not limited to: | * Bio psychosocial Assessment * Social Functioning Scale * Adverse Childhood Experience Study |
| 1. Psychosocial support ethical conduct may include but are not limited to: | * Confidentiality * Self determination * Respect * Fairness * Unconditional positive regard * Empathy * Non-judgmental attitude |

**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:

* Presentation
* Interpersonal
* Boundary setting
* Facilitation
* Training
* Planning
* Empathy
* Self-awareness
* Report writing
* Critical thinking
* Persuasion

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in psychosocial support
* Child welfare programmes
* Basic counselling and psychology
* Rehabilitation programs
* Data analysis
* Digital literacy

**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 evidences that the candidate:   1. Carried out client psychosocial support intake session as per case work process guidelines 2. Developed psychosocial assessment tools based on intake session outcomes 3. Administered psychosocial assessment tools as per case work process guidelines 4. Psychosocial support session notes are taken as per work procedure 5. Prepared psychosocial diagnosis report as per case work process guidelines 6. Prepared psychosocial support evaluation tools as per casework process guidelines. 7. Administered psychosocial support evaluation tools are per case work process guidelines 8. Prepared psychosocial support evaluation report as per case work process guidelines 9. Documented psychosocial support activities as per workplace procedures |
| 2. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environment.   3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:   * 1. Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## CONDUCT COMMUNITY EMPOWERMENT

**UNIT CODE: 0923 551 09A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct community empowerment. It entails: identifying community needs, developing community empowerment plan, implementing community empowerment plan, performing empowerment outcomes evaluation and preparing documentation and follow-up

**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 community needs | * 1. ***Community leadership structures*** are engaged as per workplace procedures   2. Introductory meetings with the community are conducted as per workplace procedures   3. Community needs assessment plan is developed per workplace procedures   4. Community needs assessment tools are developed as per workplace procedures   5. Community ***needs assessment tools*** are administered as per workplace procedures   6. Community needs assessment data is analysed and interpreted as per workplace procedures   7. Community needs assessment report is prepared and disseminated as per workplace procedures |
| * + - 1. Develop community empowerment plan | * 1. Objectives for empowerment are formulated as per workplace procedures   2. Community empowerment ***strategies*** are identified as per set objectives   3. Empowerment communication channels are established as per community needs   4. Community empowerment *resources* are identified as per workplace procedures   5. Empowerment challenges are identified based on nature of empowerment activity   6. Empowerment partners are identified as per workplace procedures |
| * + - 1. Implement community empowerment plan | * 1. Resources are allocated based on the community empowerment plan   2. Community empowerment partners are engaged as per workplace procedures   3. Community empowerment strategies are implemented based on the community empowerment plan   4. Community empowerment activity outcomes report is prepared and disseminated as per workplace procedures |
| * + - 1. Perform empowerment outcomes evaluation | 1. ***Key indicators*** of community empowerment activities are identified as per community needs 2. Indicators are monitored based on empowerment plan 3. Indicators are analysed based on the empowerment plan |
| * + - 1. Document empowerment activity outcomes | * 1. Documentationprocedures are identified as per workplace procedures   2. Documentation toolsare prepared as per workplace procedures   3. Compliance with legal and ethical standards in documentation is ensured as per work procedure. |

**RANGE OF VARIABLES**

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. Community leadership structures may include but not limited to: | May include but not limited to:   * Religious leaders * Political leaders * Women leaders * Youth leaders * Person with disability |
| * + - * 1. Needs assessment tools may include but not limited to | * Questionnaires * Surveys and inventories * SWOT analysis |
| * + - * 1. Strategies may include but not limited to | * Training * Public education * Campaigns |
| * + - * 1. Empowerment challenges   May include but not limited to | * Language barrier * Cultural differences * Climatic barriers * Geographic barriers * Political interference |
| * + 1. Key indicators may include but not limited to | * Improved social behaviours * Improved awareness * Enhance decision making |

**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:

* Presentation
* Communication skills
* Interpersonal
* Planning
* Report writing
* Critical thinking
* Team work
* Managerial skills

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Social work practices and interventions
* Empowerment and empowerment
* Legal aspects in social work
* Digital literacy

**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. Engaged community leadership structures as per workplace procedures   2. Conducted introductory meetings with the community as per workplace procedures   3. Developed community needs assessment plan is and per workplace procedures   4. Developed community needs assessment tools as per workplace procedures   5. Prepared and disseminated Community needs assessment report as per workplace procedures   6. Formulated objectives for empowerment as per workplace procedures   7. Identified community empowerment strategies as per set objectives   8. Established empowerment communication channels are as per community needs   9. Identified Community empowerment resources as per workplace procedures   10. Identified empowerment challenges based on nature of empowerment activity   11. Implemented community empowerment strategies based on the community empowerment plan   12. Prepared and disseminated community empowerment activity outcomes report as per workplace procedures   13. Identified key indicators of community empowerment activities as per community needs   14. Prepared documentation tools as per workplace procedures |
| 2. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environment.   3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:   * 1. Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## CONDUCT SOCIAL WORK CASE MANAGEMENT

**UNIT CODE: 0923 551 08A**

**UNIT DESCRIPTION**

This unit describes the competencies required to conduct case management. It involves assessing social work cases, developing case management plan, implementing case management plan, performing case management evaluation and preparing case management documentation.

**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. Assess social work cases | * 1. ***Assessment tools*** are developed as per workplace procedures   2. ***Social work cases*** are identified as per workplace procedures   3. Social work cases are prioritized as per   Workplace procedures   * 1. Assessment report is developed as per workplace procedures |
| 1. Develop case management plan | * 1. Case managementobjectives are formulated as per assessment report.   2. Case management ***interventions*** are identified as per set objectives   3. Case management resources are identified as per workplace procedures   4. ***Work plans*** are developed in accordance to workplace procedures |
| * + 1. Implement case management plan | * 1. ***Case management sessions*** are conducted as per workplace procedures   2. Case management resources are allocated as per workplace procedures   3. Case management interventions are carried out as per work plan |
| * + 1. Perform case management evaluation | * 1. ***Evaluation tools*** are developed as per workplace procedures   2. Evaluation tools are administered as per workplace procedures   3. Referrals are carried out as the workplace procedures   4. Documentation is carried out as per the evaluation report |
| * + 1. Prepare case management documentation | * 1. Case management information is gathered as per organisation procedures.   2. Financial report is prepared as per workplace requirement.   3. Case management report is prepared and shared as per workplace procedure |

**RANGE OF VARIABLES**

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. Assessment tools may include but is not limited to: | * Bio psychosocial Assessment * Social Functioning Scale * Adverse Childhood Experience Study * Questionnaire * Interviews |
| 1. Social work cases may include but is not limited to: | * Poverty * Drug abuse * Unemployment * Juvenile delinquency * Displacement * Conflict |
| 1. Interventions may include but is not limited to: | * Education * Humanitarian services * Sensitization * Legal services * Research and innovation |
| 1. Resources may include but is not limited to: | * Human and non-human * Material and non-material |
| 1. Work plans may contain but is not limited to: | * Objectives * Timelines * Activities * Resources required * Outcomes |
| 1. Case management sessions may include but is not limited to: | * Initial sessions * Ongoing sessions * Follow ups |
| 1. Evaluation tools may include but is not limited to: | * Evaluation forms * Questionnaire * Survey * SWOT Analysis |

**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:

* Presentation
* Communication skills
* Interpersonal
* Planning
* Report writing
* Critical thinking
* Team work
* Managerial skills

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Social work practices and interventions
* Social research
* Legal aspects in social work
* Basic counselling and psychology
* Digital literacy

**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 evidences that the candidate:  1.1 Developed assessment tools as per workplace procedures  1.2 Identified social work cases as per workplace procedures  1.3 Developed assessment report is as per workplace procedures  1.4 Formulated case management objectives as per workplace procedures  1.6 Developed work plans in accordance to workplace procedure  1.7 Carried out case management interventions are as per work plan  1.8 Developed evaluation tools as per workplace procedures  1.9 Administered evaluation tools as per workplace procedures  1.10 Conducted referrals as per the workplace procedures  1.11 Carried out documentation as per the evaluation report  1.12 Prepared and shared case management report as per work procedure |
| 2. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environment.   3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | Competency may be assessed in a:  Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## APPLY WORK ETHICS AND PRACTICES

**UNIT CODE: 0417 441 03A**

**UNIT DESCRIPTION**

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

**ELEMENTS AND PERFORMANCE CRITERIA**

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

**RANGE**

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

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

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required Skills**

The individual needs to demonstrate the following skills:

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

**Required Knowledge**

The individual needs to demonstrate knowledge of:

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

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| 1. Critical aspects of Competency | Assessment require evidence that the candidate:   * 1. Applied self-management skills as per organizational procedures.   2. Promoted ethical practices and values as per organizational procedures.   3. Promoted Teamwork as per workplace assignments.   4. Maintained professional and personal development as per organizational procedures.   5. Applied Problem-solving skills based on work requirements.   6. Identified customer needs based on their characteristics.   7. Gave back Customer feedback in line with organization policies. |
| 1. Resource Implications | The following resources should be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place. 3. Resources relevant to the proposed activity or tasks. |
| 1. Methods of Assessment | Competency in this unit may be assessed through:   1. Oral questioning 2. Written test 3. Portfolio of Evidence 4. 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. |

## CARRY OUT ADVOCACY AND LOBBYING ACTIVITIES

**UNIT CODE: 0923 55115A**

**UNIT DESCRIPTION:**

This unit describes the competencies required to carry out advocacy and lobbying activities. It involves conducting problem analysis, developing advocacy and lobbying plan, implementing advocacy action plan, evaluating advocacy and lobbying activity outcomes and documenting advocacy and lobbying activity outcomes.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomeswhich make the workplace function | **PERFORMANCE CRITERIA**  These are assessable statements, which specify the required level of performance for each of the elements.  ***(Bold and italicised terms are elaborated in the Range)*** |
| * 1. Conduct problem analysis | 1. Social issue is identified as per workplace procedures 2. Advocacy and lobbying target group is identified as per workplace procedures 3. Advocacy and lobbying assessment tools are developed as per workplace procedures 4. Advocacy and lobbying stakeholders are identified as per workplace procedures 5. Advocacy and lobbying assessment tools are administered per workplace procedures 6. Advocacy and lobbying data is analysis is conducted based on research findings 7. Advocacy and advocacy report is prepared and shared as per workplace procedures |
| 1. Develop advocacy and lobbying plan | 1. Advocacy and lobbying objectives are formulated as per workplace procedures 2. Advocacy and lobbying strategies to achieve the objectives are identified as per workplace procedures 3. Advocacy and lobbying communication channels are determined as per workplace procedures 4. Advocacy and lobbying r***esources*** are allocated as per workplace procedures. 5. Advocacy and lobbying risk register is developed as per workplace procedures. 6. Advocacy and lobbying partnerships are established as per workplace procedures. |
| 1. Implement advocacy action plan | 1. Advocacy and lobbying meetings are conducted as per workplace procedures. 2. Advocacy and lobbying resources are allocated as per workplace procedures. 3. Advocacy and lobbying campaigns are executed as per workplace procedures. |
| 4. Evaluate advocacy and lobbying activity outcomes | 1. Advocacy and lobbying objectives are tracked per workplace procedures. 2. Evaluation of Advocacy and lobbying activity outcomes is carried out as per workplace procedures. 3. Evaluation report is prepared as per workplace procedures. |
| 5. Document advocacy and lobbying activity Outcomes | * 1. Documentation analysis is conducted as per the workplace procedures.   2. Documentation procedures are identified as per workplace procedures.   3. Documentation tools are prepared as per workplace procedures.   4. Documentation is carried out as per workplace procedures. |

**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**  ***May include but not limited to:*** |
| --- | --- |
| Advocacy activities | * Community mobilisation * Community empowerment programmes * Advocacy forums at various levels of governance * Social accountability mechanisms |

**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:

* Presentation
* Interpersonal relation
* Planning
* Report writing
* Team work

**Required knowledge**

The individual needs to demonstrate knowledge of:

* Social welfare policies
* Human behaviour and social environment
* Social work practices and interventions
* Social research
* Legal aspects in social work

**EVIDENCE GUIDE**

|  |  |
| --- | --- |
| * + 1. Critical Aspects of Competency | Assessment requires evidence that the candidate:   * 1. Developed advocacy and lobbying assessment tools as per workplace procedures   2. Conducted advocacy and lobbying data analysis as per workplace procedures   3. Prepared and shared advocacy and advocacy report as per workplace procedures   4. Formulated advocacy and lobbying objectives as per workplace procedures.   5. Prepared evaluation report as per workplace procedures.   6. Prepared documentation tools 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 assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| * + 1. Context of assessment | Competency may be assessed in a:   1. Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

## COORDINATE DISASTER MANAGEMENT PROGRAMMES

**UNIT CODE: 0923 551 13A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to coordinate disaster management. It involves conducting disaster risk assessment, developing disaster intervention plan, executing disaster intervention plan, evaluating disaster intervention plan and conducting post disaster development.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT**  These describe the key outcomes which make up workplace functions | **PERFORMANCE CRITERIA**  These are assessable statements which specify the required level of performance for each of the elements  ***(Bold and italicized terms are elaborated in the range)*** |
| 1.Conduct disaster risk assessment | 1. ***Hazards*** are profiled according to National Disaster Management Authority Report. 2. ***Disasters*** are grouped as per the National Disaster Management Authority requirements. 3. Community disaster preparedness is audited as per the NDMA procedures. 4. Disasters early warning systems are identified and documented as per the NDMA procedures. |
| * + - 1. Develop disaster intervention plan | 1. Community disaster preparedness is audited according to NDMA procedures. 2. Capacity building gaps are identified as per NDMA procedures. 3. ***Disaster intervention plan*** is developed according NDMA procedures. 4. Prevention and response plan is developed as per NDMA procedures. |
| * + - 1. Execute disaster intervention plan | 1. Disaster ***operation partners*** are engaged as per NDMA procedures. 2. Disaster intervention engagement meetings are conducted as per organization policy. 3. Disaster intervention resources are obtained as per intervention requirements. 4. Disaster ***intervention measures*** are implemented based on nature of disaster. 5. Disaster intervention report is prepared as per organization procedures. |
| * + - 1. Evaluate disaster intervention plan | 1. Disaster intervention ***evaluation tools*** are administered as per the NDMA procedures. 2. Disaster intervention evaluation report is prepared and disseminated as per the NDMA procedures. 3. Disaster intervention corrective measures are executed as per organization procedures. 4. Disaster management activities documentation is done as per organization procedures. |
| * + - 1. Conduct post disaster development | * 1. Review meetings are conducted as per NDMA bill of 2019   2. Disaster ***prevention measures*** are implemented based on previous disaster occurrence.   3. Post disaster report is prepared and disseminated as per workplace procedures |

**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 Hazards may include but are not limited to: | * Earthquake * Oil spillage * Fire * Heavy rains |
| 2 Disasters may include but are not limited to: | * Diseases * Terrorism * Floods * Earthquake * Wildfires * Drought * Accidents (road, industrial) |
| 3 Operation partners may include but are not limited to: | * Government agencies * NGOs * Local |
| 4 Intervention measures may include but are not limited to: | * Prevention * Response * Mitigation * Recovery and rehabilitation * Capacity building * Contingency planning |
| 5 Evaluation tools may include but are not limited to: | * Questionnaires * Interviews * Audio-visual recording tools |
| 6 Prevention measures may include but are not limited to: | * Mitigation * Preparedness * Community involvement |

**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
* Self-awareness
* Report writing
* Critical thinking
* Organizational
* Decision making

**Required knowledge**

The individual needs to demonstrate knowledge of:

* National Disaster Risk Management Bill of 2023.
* Human behaviour and social environment
* Social work practices and interventions
* Basic counselling
* Digital literacy

**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. Profiled hazards as per National Disaster Management Authority requirements. 2. Grouped disasters as per the National Disaster Management Authority requirements. 3. Administered disaster intervention monitoring tools as per NDMA procedures. 4. Prepared and disseminated disaster intervention monitoring report as per NDMA procedures. 5. Conducted disaster management activities documentation as per organization procedures. 6. Prepared and disseminated post disaster report as per workplace procedures |
| 2. Resource implications | The following resources should be provided:   * 1. Appropriately simulated environment where assessment can take place.   2. Access to relevant work environment.   3. Resources relevant to the proposed activities or tasks. |
| 3. Methods of assessment | Competency in this unit may be assessed through:   1. Practical assessment 2. Oral questioning 3. Written tests 4. Portfolio of evidence 5. Third party report 6. Case study |
| 4. Context of assessment | 4.1 Competency may be assessed in a:  Workplace or simulated workplace |
| 5. Guidance information for assessment | 5.1 Holistic assessment with other units relevant to the industry sector and workplace job role is recommended. |

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