

**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR**

**SOCIAL WORK**

**KNQF LEVEL 5**

**ISCED PROGRAMME CODE: 0923 454A**

[[1]](#endnote-1)

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**Council Secretary/CEO/Chief Principal**

**………………………………….**

**P.O. Box …….**

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# FOREWORD

Provision of quality education and training is fundamental to the Government’s overall strategy for socio-economic development. Quality education and training contribute to achievement focused on Kenya’s development blueprint and sustainable development goals.

Reforms in the education and training sector are necessary for achievement of Kenya Vision 2030 and meeting the provisions the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 1 of 2019). A key feature of this policy is the change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery that allows for multiple entry and exit in TVET programs.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this Curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for sustainable growth and development in the social work institutions

**PRINCIPAL SECRETARY**

**STATE DEPARTMENT FOR TVET**

**MINISTRY OF EDUCATION**

# PREFACE

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

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

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

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

**Chairman of the Council**

# ACKNOWLEDGEMENT

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

I appreciate National Sector Skills Committee who enabled the development of this curriculum. I recognize with appreciation the role of the SSC in ensuring that competencies required by the industry are addressed in this curriculum.

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

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

**Chief Principal/Council Secretary**

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# ABBREVIATIONS AND ACRONYMS

CBET Competency-Based Education and Training

ICT Information and Communication Technology

ISCED International Standard Classification of Education

KCSE Kenya Certificate of Secondary Education

KNQA Kenya National Qualification Authority

PPE Personal Protective Equipment

SD Storage Device

SSC Sector Skill Committee

TVET Technical and Vocational Education and Training

# KEY TO ISCED UNIT CODE



# COURSE OVERVIEW

This course is designed to equip individuals with the competencies required to practice as a Social Workers. It reflects the employers’ demand for qualified personnel, that would enable them to compete in an environment where the technology is constantly evolving, and the expectations of what social workers can do are becoming ever more demanding and dynamic in nature. The course consists of five modules of learning as indicated below:

**MODULE I**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration**  **in**  **Hours** | **Credit Factor** |
| 0031 441 01 A | APPLY COMMUNICATION SKILLS | 60 | 6.0 |
| 0923 451 01 A | CONDUCT HOME BASED CARE | 120 | 12 |
| 0923 451 02 A | CONDUCT CHILD WELFARE PROGRAMMES | 180 | 18 |
| 0923 451 03 A | MANAGE COMMUNITY- BASED GROUPS | 120 | 12 |
| Total | | 480 | 48 |

**MODULE II**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration**  **in**  **Hours** | **Credit Factor** |
| 0611 541 01 A | APPLY DIGITAL LITERACY | 60 | 6.0 |
| 0923 451 04 A | PROVIDE PSYCHOSOCIAL SUPPORT | 120 | 12.0 |
| 0923 451 05 A | CONDUCT COMMUNITY EMPOWERMENT | 140 | 14.0 |
| 0923 451 06 A | CONDUCT SOCIAL WORK CASE MANAGEMENT | 120 | 12.0 |
| Total | | 440 | 44 |

**MODULE III**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration**  **in**  **Hours** | **Credit Factor** |
| 0417 441 03 A | APPLY WORK ETHICS AND PRACTICES | 60 | 6.0 |
| 0923 451 07 A | CARRY OUT ADVOCACY AND LOBBYING | 140 | 14.0 |
| 0923 451 08 A | COORDINATE DISASTER MANAGEMENT | 140 | 14.0 |
| Total | | 340 | 34.0 |
| **Industrial attachment** | | 480 | 48.0 |
| **GRAND TOTAL** |  | **1740** | **174.0** |

**Entry Requirements**

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

1. Kenya Certificate of secondary education (KCSE- D (Plain)

Or

1. Equivalent qualifications as determined by relevant regulatory body

**Trainer Qualification**

Qualifications of a trainer for this course include:

1. Possession of a higher qualification than Social Work Level 6 or in related trade area; and
2. Licensed by TVETA.

**Industrial Attachment**

An individual enrolled in this course will be required to undergo Industrial attachment for a minimum period of 480 hours in a social work 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 Social Work 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

## COMMUNICATION SKILLS

**ISCED UNIT CODE:** **0031 441 02A**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**

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

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (40 hours)** |
| 1. | Apply communication channels | **8** |
| 2. | Apply written communication skills | **8** |
| 3. | Apply non-verbal communication skills | **8** |
| 4. | Apply oral communication skills | **8** |
| 5 | Apply group communication skills | **8** |
| **Total** | | **40** |

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

| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| --- | --- | --- |
| 1. Apply communication channels | * 1. Communication process   2. Principles of effective communication   3. Channels/medium/modes of communication   4. Factors to consider when selecting a channel of communication   5. Barriers to effective communication   6. Flow/patterns of communication   7. Sources of information   8. Organizational policies | * Oral questions * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply written communication skills | * 1. Types of written communication   2. Elements of communication   3. Organization requirements for written communication | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply non-verbal communication skills | Utilize body language and  gestures  3.2 Apply body posture  3.3 Apply workplace dressing code | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply oral communication skills | 4.1 Types of oral communication pathways  4.2 Effective questioning techniques  4.3 Workplace etiquette  4.4 Active listening | * Oral assessment * Written assessment * Observation * Portfolio of Evidence * Practical assessment * Third party report |
| 1. Apply group discussion skills | 5.1 Establishing rapport   * 1. Facilitating resolution of issues   2. Developing action plans   3. Group organization techniques   4. Turn-taking techniques   5. Conflict resolution techniques   5.7 Team-work | * Oral assessemnt * Written assessment * Observation * Portfolio of Evidence * Practical assessment |

**Suggested Methods of Instruction**

* Discussion
* Roleplaying
* Simulation
* Direct instruction
* Demonstration
* Field trips

**Recommended Resources for 25 trainees**

|  |  |  |
| --- | --- | --- |
| **General Resources** | **Tools and Equipment** | **Materials and Supplies** |
| * 25 Desktop computers/laptops | Mobile phones | Flashcards |
| * Internet connection |  | Flip charts |
| * 1 Projector * 1 Printer |  | 2 packets of assorted colors of whiteboard marker pens |
| * 1 Whiteboard |  | Printing papers |
| * Report writing templates |  |  |

**HOME BASED CARE**

**UNIT CODE: 0923 451 01A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Conduct Home Based Care

**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.

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (40 hours)** |
| 1. | Assess home based care needs | **20** |
| 2. | Develop home based care plan | **20** |
| 3. | Execute home-based care plan | **30** |
| 4. | Evaluate home based care activities | **30** |
| 5 | Document home based care activity outcomes | **20** |
| **Total** | | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Assess home based care needs | * 1. Meaning and importance of home-based care and support   2. Identification of target beneficiaries.   3. Types assessment tools   4. Structure of assessment tools   5. Significance of assessment tools   6. Administration of assessment tools   7. Challenges encountered in administration of assessment tools   8. Data analysis and interpretation   9. Prepare a need assessment report      1. Dissemination of assessment report      2. Importance of disseminating a report. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 1. Develop home based care plan | * 1. Meaning and importance   2. Types of resources   3. Features of resources   4. Significance of the resources   5. Components of individual care plan   6. Reasons for individual care plan.   7. Establishment of family linkages.   8. Significance of family linkages   9. Types of service providers      1. The roles of service providers      2. Challenges encountered by service providers. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 1. Execute home-based care plan | * 1. Meaning and significance   2. The resources of home-based plan   3. Significance of the resources home-based plan   4. Types of home-based service providers   5. Development of individual care plan   6. Allocation of resources.   7. Family members’ empowerment.   8. Implementation of home – based care plan   9. Documentation of home-based care plan. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 1. Evaluate home based care activities | * 1. Meaning and significance   2. Examples of home-based care activities   3. Types of home-based evaluation tools.   4. Key indicators of home-based care activities   5. Assessment of home-based care activity indicators   6. Importance of assessment of home-based care activities.   7. Analysis of home-based care indicators.   8. Evaluation Report   9. Referrals * Execution of the necessary referral   1. Challenges encountered in evaluation of home-based care activities. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 1. Document home based care activity outcomes | * 1. Meaning and importance.   2. Components of documentation plan for home-based care activity outcome   3. Types of documentation tools   4. Reasons for document home based activity outcomes   5. Implementation of the document home based care activity outcome   6. Documentation procedures/guidelines   7. Storage of home-based care documents   8. Maintenance of home-based care documents.   9. Challenges encountered with home-based care documents | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 2 Video cameras
* 12 computers
* 2 SD cards and card readers
* 1 projector
* 1 Recorder
* Adequate Internet connectivity
* A fully equipped simulated operation training office with adequate stationaries and furniture
* Adequate Means of transport
* Adequate Maps
* Adequate Resource persons
* Adequate Work plans
* 2 Charts
* 1 First Aid kit
* Adequate PPEs e.g. gloves, dust coats, safety boots, mask for each trainee

## CHILD WELFARE PROGRAMMES

**UNIT CODE: 0923 451 02A**

**UNIT DURATION: 180 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Conduct Child Welfare Programmes

**Unit Description**

This unit covers the competencies required to conduct 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.

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (180 hours)** |
| 1. | Assess child welfare issues | **30** |
| 2. | Develop child welfare plan | **40** |
| 3. | Implement child welfare plan | **40** |
| 4. | Evaluate intervention plan outcomesP | **40** |
| 5 | Document home based care activity outcomes | **30** |
| **Total** | | **180** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1.Assess child welfare issues  . | * 1. Meaning and importance of child welfare   2. Types, causes and impact of child welfare problems   3. Identification of assessment tools      1. Administration of assessment tools   4. preparing of an assessment report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 2. Develop child welfare plan | * 1. Meaning and importance of child welfare plan   2. Developing of child welfare intervention plan   3. Identification of resources   4. Types of resources   5. Engagement of relevant stakeholders | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 3.Implement child welfare plan | * 1. Meaning and importance of implementing child welfare plan   2. Factors to consider in implementation process   3. Empowering of care givers and children with life skills   4. Importance of empowering children   5. Mapping of existing child protection networks   6. Management and coordination of child protection networks   7. Allocation of resources   8. Referrals are established | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 4 Evaluate intervention plan outcomes | * 1. Meaning and importance of intervention plan   2. Types of tools used in evaluating outcomes   3. Reviewing of intervention plan outcomes   4. Establishing follow-up activities   5. Guidelines for establishing follow up activities   6. Importance of establishing follow up activities   7. Evaluating of follow up activities   8. Meaning and importance of referrals      1. Implications of referrals      2. Where and when to make referrals   9. Initiating termination process      1. Guidelines for termination process   10. Preparing and sharing of intervention plan outcomes report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 5. Document child welfare programs | * 1. Types of documentation tools   2. Development of documentation tools   3. Conducting documentation analysis   4. Procedures/guidelines for documentation   5. Storing of child welfare programmes | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Adequate Practical
2. 1 Projects
3. Adequate Demonstrations
4. Adequate Group discussions
5. Adequate Direct instructions

**Recommended Resources for 25 Trainees**

1. A fully equipped simulated operations training office with adequate stationaries and furniture
2. A functional office with adequate stationaries and furniture
3. Adequate means of transport
4. Adequate Resource persons
5. Adequate Maps

## COMMUNITY- BASED GROUPS

**UNIT CODE: 0923 451 03A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Manage Community based Groups

**Unit Description**

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

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (120 hours)** |
| 1. | Identify target group | **20** |
| 2. | Mobilize target group | **20** |
| 3. | Plan group activities | **30** |
| 4. | Monitor group activities | **25** |
| 5 | Document group activities | **25** |
| **Total** | | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1. Identify target group | * 1. Meaning and Importance of community groups   2. Social action models   3. Types of groups      1. Group dynamics   4. Introductory meeting * Meaning and importance * Types of stakeholders   1. Assessment plan * Meaning and importance * Components of an assessment plan * Gender inclusivity assessment   1. Assessment Tools Administration * Meaning * Recruitment of an assessment team * Roles of an assessment team * Ethical considerations in assessment   1. Assessment report * Importance of assessment reports * Structure of an assessment report   1. Project area Identification * Meaning and importance * Key considerations. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 2. Mobilize target group | * 1. Meaning and importance   2. Mobilization strategies      1. Mobilization Resources   3. Key Contact Person Identification   + Factors to consider in key contact person identification * Social * Political * Economic * Cultural * expertise   1. Engagement meetings with community influencers/leaders   2. Sensitization of community leadership   + meaning and importance   1. Mobilization plan   + meaning and importance   + features of mobilization plan   + Formulation of mobilization plan   + implementation of mobilization plan | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 3. Plan Group Activities | * 1. Meaning and importance of planning   2. Community group problem analysis   3. Types of plans   4. Activity objectives   5. Activity workplan * Meaning and importance * Components of a workplan   1. Logistical planning for community group activities   2. Establishment of group activity guidelines   3. Identification of Group Activity   4. Resource mobilization for group activity   5. Group Activity Implementation plan   6. Establishment of an implementation plan task force   7. Process of activity review | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 4. Monitor Group activities | * 1. Meaning and importance of monitoring   2. Monitoring Team * Key Considerations * Role of a monitoring team   1. Monitoring Process   2. Monitoring and evaluation tools   3. Monitoring Reports * Types of monitoring reports * Components of a monitoring Report   1. Implementation Plan Review * Importance | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 5. Document group activities | * 1. Meaning and importance   2. Documentation tools * Reports * Journals * Books * Cameras   1. Documentation policy   2. Meaning and importance | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 1 Theory room
* 1 whiteboard
* 1 projector
* 1 laptop
* Adequate Stationery

# MODULE II

**DIGITAL LITERACY**

**UNIT CODE: 0611 541 01A**

**UNIT DURATION: 40 Hours**

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Apply Digital Literacy

**Unit Description**

This unit covers the competencies required to effectively use digital devices such as smartphones, tablets, laptops and desktop PCs. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop computers for purposes of communication, work performance and management at the work place.

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (40 hours)** |
| 1. | Operate computer devices | **6** |
| 2. | Solve tasks using Office suite | **6** |
| 3. | Manage data and information | **5** |
| 4. | Perform online communication and collaboration | **5** |
| 5 | Apply cyber security skills | **6** |
| 6 | Perform online jobs | **6** |
| 7 | Apply job entry techniques | **6** |
| **Total** | | **40** |

**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/Fiber) * 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 opportunities based on competencies.   8. Prepared job requirement documentation based on job opportunities.   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. |

**Suggested Delivery Methods**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical work by trainee
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources for 25 Trainees**

* 10 computers with appropriate application installed
* 20 digital devices (smartphones/tablets/laptop) – Bring Your Own Device
* 4 Printers with appropriate printing papers
* 4 Speakers
* 4 Scanners
* 10 flash drive
* 1 removable external harddisk
* 20 DVDs, CDs,
* 5 External CD drive
* 1 projector
* 1 white board
* 1 Smart board
* Assorted white board markers
* Internet connection

## PSYCHOSOCIAL SUPPORT

**UNIT CODE: 0923 541 04A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Provide Psychosocial Support

**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, evaluating psycho-social support activities

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (120 hours)** |
| 1. | Aassess client’s psycho-social needs | **30** |
| 2. | Develop psychosocial support plan | **30** |
| 3. | Iimplement Psychosocial support plan | **30** |
| 4. | Evaluate psychosocial support outcomes | **30** |
|  | TOTAL | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Assess client’s psycho-social needs | * 1. Definitions of key terms; * Client * Psychosocial * Psychosocial need   1. Importance of psychosocial support   2. Psychosocial support intake session process   3. Psychosocial assessment tools * Bio psychosocial Assessment * Social Functioning Scale * Adverse Childhood * Experience Study, social support questionnaires (SSQ), Quality of life scale   1. Meaning of term ethical conduct   2. Ethical principles of psychosocial support * Confidentiality * Self determination * Respect * Fairness positive * Unconditional regard * Empathy * Non-judgmental attitude   1. Counsellor-Client working relationship   2. Consideration in psychosocial assessment tools administration   3. Psychosocial assessment tools administration   4. Psychosocial diagnosis guidelines   5. Psychosocial diagnosis report   6. Challenges when assessing client’s psycho-social needs | * Practical * Project * POE * Third party reports * Group discussion * Written assessments |
| 1. Develop psychosocial support plan. | * 1. Meaning of terms * Psychosocial support plan. * Psychosocial support setting * Psychosocial support contract   1. Components and strategies of a psychosocial support setting   2. Psychosocial support contracting   3. Psychosocial support interventions   4. Psychosocial support objectives | * Practical * Project * POE * Third party reports * Group discussion * Written assessments |
| 1. Implement Psychosocial support plan | * 1. Psychosocial support plan orientation   2. Psychosocial support session notes   3. Psychosocial support sessions   4. Review of the client progress   5. Identification of clients challenges   6. Identification and implementation of solutions to the challenges | * Practical * Project * POE * Third party reports * Group discussion * Written assessments |
| 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   4.6 Terminate counselling activity   * + Meaning and importance of termination in counselling   + Counselling termination process   1. Organize referral   • Meaning and importance of client referral  • Preparation of client for referral  • Obtaining client’s consent for referral  • Preparation of referral notes  • Selection of appropriate referral institution   * 1. Maintain counselling coded records   • Establishment of a coding system for psychosocial support records  • Record management procedure for psychosocial support clients | * Practical * Project * POE * Third party reports * Group discussion * Written assessments |

**Suggested Delivery Methods**

* 1. Practical
  2. Project
  3. Demonstrations
  4. Group discussions
  5. Direct instructions

**Recommended Resources for 25 Trainees**

* 2 Video cameras
* 12 Computers
* 2 SD cards and card readers
* 1 projector
* 1 Recorder
* Adequate Simulated counselling room/environment

## COMMUNITY EMPOWERMENT

**UNIT CODE: 0923 451 05A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Conduct community empowerment

**Unit Description**

This unit specifies the competencies required to conduct community empowerment. It entails: Assessing community needs, developing community empowerment plan, implementing community empowerment plan, performing community empowerment outcomes evaluation and documenting community empowerment activity outcomes

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (140 hours)** |
| 1. | Assess community needs | **35** |
| 2. | Develop community empowerment plan | **35** |
| 3. | Perform empowerment outcomes evaluation | **35** |
| 4. | Document empowerment activity outcomes | **35** |
|  | TOTAL | **140** |

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

|  |  |  |
| --- | --- | --- |
| **Learning outcomes** | **Content** | **Suggested Assessment methods** |
| * + 1. Assess community needs | * 1. Meaning and importance of assessing community needs   2. Meaning of Community leadership structures   3. Types of community leadership   4. Introductory meetings with the community   5. Importance of community introduction meetings   6. Needs assessment tools   7. Implementation of the needs assessment plan   8. Needs assessment data   9. Needs assessment report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Develop Community empowerment plan | * 1. Objectives for community empowerment   2. Community empowerment strategies   3. Community empowerment communication channels   4. Community empowerment resources   5. Community empowerment challenges   6. Empowerment partners | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Implement Community empowerment plan | * 1. Resource allocation   2. Community empowerment partners’ engagement * Types of partners * Roles of partners * Engagement strategies * Challenges of partnership   1. Community empowerment strategies * Education and training * Leadership development   1. Community empowerment activity outcomes report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Perform empowerment outcomes evaluation | * 1. Key indicators of Community empowerment activities   2. Indicators are monitored   3. Indicators are analysed | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Document empowerment activity outcomes | * 1. Documentation procedures   2. Documentation tools   3. Compliance with legal and ethical standards in documentation | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 2 Video cameras
* 12 Computers
* 2 SD cards and card readers
* 1 Projector
* 1 Recorder
* Adequate Journals
* Adequate Internet connectivity
* 1 Map
* Adequate means of transport
* Adequate Data collection tools
* Simulated office with adequate furniture and stationaries

## SOCIAL WORK CASE MANAGEMENT

**UNIT CODE: 0923 451 06A**

**UNIT DURATION: 120 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Conduct Social Work Case Management

**Unit Description**

This unit describes the competencies required to conduct social work 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 .

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (120 hours)** |
| 1. | Assess social work cases | 24 |
| 2. | Develop case management plan | **24** |
| 3. | Implement case management plan | **24** |
| 4 | Perform case management evaluation | **24** |
| 5 | Prepare case management documentation | **24** |
|  | TOTAL | **120** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| 1. Assess social work cases | 1.1 Introduction to social work case management  Meaning of terms   * Social work cases * Clients * Case manager * Case management   + 1. Types of Social work cases * Poverty * Drug abuse * Unemployment * Juvenile delinquency   + 1. Importance of case management     2. Principles of case management     3. Theories of social work applied in case management     4. Case management process   1. Categories of cases * Micro level cases (individual/families) * Mezzo level cases (groups/organization) * Macro level cases (communities/ governments)   1. Social work case assessment tools: * Standardized/functional assessment tools (Bio psychosocial Assessment, Social Functioning Scale, Adverse Childhood Experience Study) * Questionnaires * Interviews   1. Steps in case assessment process * Engagement * Data collection on clients’ cases * Analysis   1. Report writing * Components of a case assessment report * Importance of a case assessment report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 1. Develop case management plan | 2.1 Meaning and importance of case management plan  2.2 Objectives in case management  2.3 Case management intervention strategies   * + Capacity building   + Humanitarian services   + Sensitization   + Legal services   + Research and innovation   + Advocacy   2.4 Types of Case management resources   * Human and non-human * Material and non-material   2.5 Components of case management plan   * Objectives * Timelines * Activities * Resources required * Outcomes | * Practical * Projects * Portfolio of evidence * Third party report * Written assessments |
| 1. Implement case management plan | 3.1 Case management sessions   * Initial sessions * Ongoing sessions * Follow ups   3.2 Resource allocation   * Considerations in resource allocation   3.3 Case management intervention Implementation   * Training * Procuring   3.4 Case management progress report | 1. Practical 2. Projects 3. POE 4. Third party report 5. Group discussions 6. Written assessments |
| 1. Perform case management evaluation | 4.1 Meaning and importance of evaluation in case management  4.2 Types of evaluation in case management   * Formative * Process * Outcome * Summative * Impact   4.3 Evaluation tools   * Case reports reviews * Interviews * Questionnaire * Performance metrics * Observation checklists * Survey * Focus groups * SWOT Analysis   4.4 Case management referrals   * Meaning * Importance * Types of referrals   + 1. Referral process in case management     2. Termination process   4.5 Evaluation Report Preparation | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| 5. Prepare case management documentation | * 1. Meaning and importance of documentation   5.1.2Qualities of a case management report  5.1.3Types of reports in case management   * Inception report * Progress report * Financial report * Summative report   5.1.4 Report dissemination | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 2 Video cameras
* 13 computers
* 2 SD cards and card readers
* 1 Projector
* 1 Recorder
* Private counselling office
* Fully equipped simulated operations training office with adequate stationery and furniture
* Adequate means of transport

# MODULE III

## WORK ETHICS AND PRACTICES

**ISCED UNIT CODE:** **0417 441 03A**

**Relationship to Occupational Standards**

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

**Duration of Unit:** 60 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 (40 hours)** |
| 1. | Apply self-management skills | **6** |
| 2. | Promote ethical work practices and values | **8** |
| 3. | Promote Team work | **6** |
| 4 | Maintain professional and personal development | **6** |
| 5 | Apply Problem solving skills | **8** |
| 6 | Promote Customer Care | **6** |
|  | TOTAL | **40** |

**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   1.1 Strategies for overcoming  work challenges  1.2 Emotional intelligence  Coping with Work Stress  1.3 Assertiveness versus aggressiveness and passiveness  1.4 Developing and maintaining high self-esteem  1.5 Developing and maintaining positive self-image  1.6 Time management  1.7 Setting performance targets  1.8 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 | * 1. Integrity   2. Core Values, ethics and beliefs   3. Patriotism   4. Professionalism   5. Organizational codes of conduct   6. Industry policies and procedures | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Promote Teamwork | * 1. Types of teams   2. Team building   3. Individual responsibilities in a team   4. Determination of team roles and objectives   5. Team parameters and relationships   6. Benefits of teamwork   7. Qualities of a team player   8. Leading a team   9. Team performance and evaluation   10. Conflicts and conflict resolution   4.0 Gender and diversity mainstreaming  4,1 Developing Healthy workplace relationships   * 1. Adaptability and flexibility   2. Coaching and mentoring skills | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Maintain professional and personal development | * 1. Personal vs professional development and growth   2. Avenues for professional growth   3. Recognizing career advancement   4. Training and career opportunities   5. Assessing training needs   6. Mobilizing training resources   7. Licenses and certifications for professional growth and development   8. Pursuing personal and organizational goals   9. Managing work priorities and commitments  1. Dynamism and on-the-job learning | * Observation * Written assessment * Oral assessment * Third party reports * Portfolio of evidence * Project * Practical |
| 1. Apply Problem-solving skills | * 1. Causes of problems   2. Methods of solving problems   3. Problem-solving process   4. Decision making   5. 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 | * 1. Identifying customer needs   2. Qualities of good customer service   3. Customer feedback methods   4. Resolving customer concerns   5. Customer outreach programs   6. 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

## ADVOCACY AND LOBBYING

**UNIT CODE: 0923 451 07A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Carry out advocacy and lobbying activities

**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.

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (140 hours)** |
| 1. | Conduct problem analysis | **28** |
| 2. | Develop advocacy and lobbying plan | **28** |
| 3. | Implement advocacy action plan | **28** |
| 4 | Evaluate advocacy and lobbying activity outcomes | **28** |
| 5 | Document advocacy and lobbying activity Outcomes | **28** |
|  | TOTAL | **140** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Suggested Assessment Methods** |
| * + 1. Conduct problem analysis | * 1. Meaning and importance of advocacy   2. Theories underlying the process of advocacy: * Power Politics” or Power Elites theory Media Influence” or Agenda-Setting theory, * Grassroots” or Community Organizing theory, Group Formation” or Self-Categorization theory, * Diffusion” theory or Diffusion of Innovations   1. Meaning and importance of lobbying   2. Types of Social issues   3. Importance of engaging community leaders   4. Process of identification of the target group   5. Development of advocacy assessment tools   6. Advocacy and lobbying stakeholders   7. Meaning and importance of problem analysis   8. Report writing | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Develop advocacy and lobbying plan | * 1. Meaning and importance of advocacy and lobbying plan   2. Identification and training of assessment team   3. Formulation of objectives   4. Advocacy and lobbying strategies   5. Advocacy and lobbying communication channels   6. Advocacy and lobbying resources   7. Advocacy and lobbying risk register   8. Meaning and importance of advocacy partnership.      1. Process of identification of advocacy partners      2. Establishing collaborative and coordination of advocacy partnerships | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Implement advocacy action plan | * 1. Planning and review advocacy meetings   2. planning for advocacy programmes   3. Advocacy and lobbying resources   4. Advocacy and lobbying campaigns   5. Implementation of advocacy plan | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Evaluate advocacy and lobbying activity outcomes | * 1. Identification of evaluation tools   2. Track objectives   3. Evaluation of Advocacy and lobbying activity   4. Monitor evaluation process   5. Evaluation report | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * + 1. Document advocacy and lobbying activity Outcomes | * 1. Meaning and importance of documentation   2. Components of documentation plan for advocacy and lobbying activities   3. Methods and procedure of documenting good practices   4. Documentation tools   5. Implementation of the documentation plan   6. Documentation is carried out | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 2 Video cameras
* 12 computers
* 2 SD cards and card readers
* 1 Projector
* 1 Recorder
* Private counselling office with adequate stationaries and furniture
* Fully equipped simulated operations training office with adequate stationaries and furniture
* Adequate Means of transport

## DISASTER MANAGEMENT

**UNIT CODE: 0923 451 08A**

**UNIT DURATION: 140 Hours**

**Relationship to Occupational Standards**

This unit addresses the unit of competency; Coordinate disaster management programmes

**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.

**Summary of learning outcomes**

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

|  |  |  |
| --- | --- | --- |
| **S/No** | **Learning Outcomes** | **Duration (140 hours)** |
| 1. | Conduct disaster risk assessment | **28** |
| 2. | Develop disaster intervention plan | **28** |
| 3. | Execute disaster intervention plan | **28** |
| 4 | Evaluate disaster intervention plan | **28** |
| 5 | Conduct post disaster development | **28** |
|  | TOTAL | **140** |

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Content** | **Methods of Assessment** |
| 1.Conduct disaster risk assessment | * 1. Definition of terms   2. Disaster   3. Disaster management   1.4 Hazards  Types of hazards   * Earthquake * Oil spillage * Fire * Heavy rains   1. Types of disasters * Diseases * Terrorism * Floods * Earthquake * Wildfires * Drought * Accidents (road, industrial)   1. Classification of disasters   2. Disaster management resources   3. Issues in disaster management   4. Profiling and categorization of existing disasters in the community   5. Early warning signs of disasters   6. Analysis of disaster prevalence in the community   7. Disaster management cycle | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * 1. Develop disaster intervention plan | 2.1 Introduction to disaster intervention plan   * Meaning and importance   2.2 Review of existing disaster intervention plans   * Disaster preparedness   1. Process of disaster preparedness * Disaster Response * Ways of responding to a disaster * Components of a response plan   2.4 Operation Partners   * Government agencies * NGOs * Local Government * Role of stakeholders in disaster interventions * Challenges in disaster intervention plan * Case studies on disaster intervention | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * 1. Execute disaster intervention plan | * 1. Audit of the community disaster intervention mechanisms   2. Disaster preparedness gaps   3. Disaster intervention measures * Prevention * Response * Mitigation * Recovery and rehabilitation * Capacity building * Contingency planning   1. Capacity building plan and implementation (training, drills, acquisition of relevant equipment, personal survival skills) | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * 1. Evaluate disaster intervention plan | * 1. Meaning and importance   2. Evaluation tools * Questionnaires * Interviews * Audio-visual recording tools   1. Disaster evaluation team formation.   2. Evaluation process   3. Intervention gap identification   4. Evaluation report preparation and dissemination | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |
| * 1. Conduct post disaster development | * 1. Meaning and importance of post disaster development   2. Prevention measures * Mitigation * Preparedness * Community involvement   1. Ways of assessing post disaster development   2. Impact of post disaster development   3. Players in post-disaster development   4. Documentation of post disaster development. | * Practical * Projects * POE * Third party report * Group discussions * Written assessments |

**Suggested Delivery Methods**

1. Practical
2. Project
3. Demonstrations
4. Group discussions
5. Direct instructions

**Recommended Resources for 25 Trainees**

* 1 Theory room
* 1 whiteboard
* 1 projector
* 1 laptop
* Adequate Stationery
* Adequate Internet connectivity

1. [↑](#endnote-ref-1)