

**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARD**

**FOR**

**COUNSELLOR**

**LEVEL 6**

**PROGRAMME ISCED CODE: 0923 554A**

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**………………………………….**

**FOREWORD**

The 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 the achievement of Kenya Vision 2030 and for meeting the provisions of the Constitution of Kenya. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (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, occupational standards be industry-led, and 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 the development of occupational standards to ensure it addresses its competence needs. It is against this background that this Occupational Standard has been developed.

It is my conviction that this Occupational Standard will play a great role towards development of competent human resources for the counselling and mental health sector’s growth and sustainable development.

…………………………………………

**PREFACE**

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya, emphasized the need 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 occupational standard has been developed in adherence to the Kenya National Qualification Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The occupational standard is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Counselling Psychology National Sector Skills Committee, expert workers and all those who participated in the development of this occupational standard.

**………………………………**

**ACKNOWLEDGEMENT**

This Occupational Standard 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 occupational standard, significant involvement and support was received from industry and various organizations.

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

I also thank all stakeholders in the counselling sector for their valuable input and all those who participated in the process of developing this occupational standard.

I am convinced that this occupational standard will go a long way in ensuring that workers in the construction sector will acquire competencies that will enable them to perform their work more efficiently.

**………………………..**

# ACRONYMS

CV Curriculum Vitae

DSM5-T Diagnostic Statistical Manual

ICD-11 International Classification of Diseases

KCPA Kenya Counsellors and Psychologist Association

OS Occupational Standards

OSHA Occupational Safety and Health Act

PSY Psychology

PTSD Post-Traumatic Stress Disorder

TVET technical Vocational Education and Training

# KEY TO UNIT CODE



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# OVERVIEW

Counsellor qualification level 6 comprises competencies that an individual must achieve to enable him/her to provide various counselling services which include, assessing the client, addiction counselling, marriage and family counselling, and workplace counselling.

It also equips the individual with competencies to provide counselling to children and adolescents and to clients with special needs, as well as provide crisis and trauma counselling and community counselling. In addition, it enables the individual to conduct research in counselling and manage counselling services.

The units of competency comprising Counsellor qualification Level 6 include the following;

## **SUMMARY OF UNITS OF COMPETENCY**

|  |  |
| --- | --- |
| **UNIT CODE** | **UNIT NAME** |
| **BASIC UNITS OF COMPETENCY** | |
| **0031 541 02A** | Apply Communication Skills in Counselling |
| **0611 541 03A** | Apply Digital Literacy in Counselling |
| **0031 551 08A** | Apply Work Ethics and Practices |
| **0413 541 06A** | Apply Entrepreneurship in Counselling |
| **COMMON UNITS OF COMPETENCY** | |
| **0111 541 17A** | Conduct Research in Counselling |
| **CORE UNITS OF COMPETENCY** | |
| **0923 551 04A** | Provide Psychological First Aid (PFA) Services |
| **0923 551 05A** | Provide Community Counselling |
| **0923 551 07A** | Perform Administrative Duties for Counselling Services |
| **0923 551 01A** | Provide Basic Counselling Services |
| **0923 551 09A** | Conduct Client Assessment |
| **0923 551 10A** | Provide Career Guidance and Counselling |
| **0923 551 11A** | Provide Workplace Counselling |
| **0923 551 12A** | Provide Special Needs and Disability Counselling |
| **0923 551 13A** | Provide Marriage and Family Counselling |
| **0923 551 14A** | Provide Child and Adolescent Counselling |
| **0923 551 15A** | Provide Addiction Counselling |
| **0923 551 16A** | Provide Loss, Grief and Bereavement Counselling |
| **0923 551 18A** | Provide Mental Illnesses Counselling |
| **0923 551 19A** | Provide Crisis and Trauma Counselling |
| **0923 551 20A** | Manage Counselling Services |

**PROVIDE BASIC COUNSELLING SERVICES**

**UNIT CODE: 0923 551 01A**

**UNIT DESCRIPTION**

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

**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. Set up for a counselling session | 1. Counselling venue is prepared according to counselling standards 2. ***Assessment tools*** are identified according to counselling standards 3. Client is oriented to basic counselling services according to counselling standards 4. Assessment is conducted and a report prepared according to counselling standards |
| 1. Provide basic counselling services | * 1. ***Client’s bio-data*** is obtained according to counselling standards   2. Counselling treatment plan is developed according to assessment report   3. Counselling skills and techniques are applied as per the counselling standards.   4. Counselling is provided according to presenting issues, assessment report and counselling standards   5. Client referral is recommended according to counselling standards |
| 3. Apply Ethical principles and professional standards in counselling | 3.1Ethical principles are identified according to counselling standards  3.2 Ethical principles and codes of conduct are applied according to counselling ethical codes of conduct.  3.3 Ethical and legal issues are applied according to counselling ethical codes of conduct. |
| 4. Evaluate basic counselling services | * 1. Counselling is evaluated by the client according to counselling standards   2. Counsellor self-evaluation is conducted according to counselling standard   3. Personal therapy is undertaken in accordance with counselling standard   4. Counsellor is supervised following counselling standards |
| 5. Terminate provision of basic counselling services | * 1. Counselling contract is terminated according to counselling standard   2. Counselling report is prepared and shared in accordance with counselling standards   3. Client referral is done according to counselling standards   4. Client follow-up is provided according to counselling standards |

**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. Assessment tools include may but are not limited to: | * Personality tests * Self-esteem assessment tools * Post-traumatic Stress Disorder (PTSD) tests * Anxiety inventories * Suicidal tests * Depression tests |
| 1. Client bio-data may include but not limited to: | * Name * Age * education level * occupation * gender * contacts * position of birth * significant contact |

**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:

* Attending
* Communication
* Confrontation
* Empathy
* Genuineness
* Immediacy
* Interpersonal
* Listening
* Minimal prompts
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Reframing
* Responding
* Social
* Summarization
* Unconditional positive regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of counselling
* Introduction to psychology
* Counselling procedures
* Human development
* Multicultural counselling
* Psychological testing and assessment
* Documentation and referral procedures
* Ethical and legal standards in counselling
* Relationship building
* Process of counselling
* Theories of counselling
* Group theories
* Counsellor supervision
* Personal development (PD)
  + Personal therapy
  + Journaling
  + PD activities
* Contextual 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 requires evidence that the candidate:   1. Prepared counselling venue according to counselling standards 2. Oriented clients to basic counselling services according to counselling standards 3. Negotiated counselling contract according to counselling standards 4. Developed counselling plan according to counselling standards 5. Applied ethical principles and professional standards in counselling 6. Provided basic counselling services in accordance with counselling standards 7. Provided follow-up in accordance with counselling standards 8. Undertook personal therapy in accordance with counselling standards 9. Undertook counselling supervision in accordance with counselling standards 10. Terminated provision of basic counselling services in accordance with counselling standards |
| 1. Resource Implications | The following resources must be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 1. Context of Assessment | Competency may be assessed  4.1 Workplace or simulated workplace |
| 1. Guidance Information for Assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**COMMUNICATION SKILLS IN COUNSELLING**

**UNIT CODE: 0031 541 02A**

**UNIT DESCRIPTION**

This unit covers the competencies required to demonstrate communication skills. It involves communicating through verbal, written, non-verbal and visual and audio-visual media, conducting interviews and conducting technology in communications

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| These describe the  key outcomes that  make up  workplace  function | 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 in counselling | * 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. |
| 2. Apply verbal communication medium in counselling | * 1. Types of verbal communication in counseling are identified and established as per organization policy.   2. Pathways of verbal communication in counseling are identified and established as per organization policy.   3. Pathways of verbal communication in counseling are reviewed according to organization procedures   4. Pathways of oral communication are maintained according to the organization's standards. |
| 3. Apply non-verbal communication medium in counseling | * 1. Existing non-verbal communication techniques are identified and applied based on organization policy.   2. Non-verbal communication techniques are articulated and modeled to enhance inclusivity according to workplace requirements.   3. Utilize body language and gestures in communication as per workplace needs.   4. Workplace etiquette is discussed according to workplace requirements. |
| 4.Apply written mediums in counselling | * 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 analyzed, evaluated, and revised based on   workplace needs. |
| 5. Apply group communication skills in counselling | * 1. Group communication strategies are applied based on 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.   4. Group communication challenges are identified and addressed according to 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 |
| 2. Effective group interaction may include but is not limited to: | * Identifying and evaluating what is occurring within an interaction in a non-judgmental way. * Using active listening. * Making decisions about appropriate words and behavior. * Putting together culturally appropriate responses. * Expressing an individual perspective. * Expressing own philosophy, ideology, and background and exploring impact   with relevance to communication |
| 3. 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. |
| 2. 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. |
| 3. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Observation   2. Oral assessment   3. Portfolio of evidence   4. Interviews   5. Third party report   6. Written assessment   7. Practical assessment   8. Projects |
| 4.Context of Assessment | Competency may be assessed   * 1. Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace, and job role is recommended. |

**APPLY DIGITAL LITERACY IN COUNSELLING**

**UNIT CODE: 0611 541 03A**

**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/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. |

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

**UNIT CODE: 0923 551 04A**

**UNIT DESCRIPTION**

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

**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. Setting up for psychological first aid session | 1. PFA venue is prepared according to counselling standards 2. ***Assessment tools*** are identified according to counselling standards 3. Client is oriented to PFA services according to counselling standards 4. PFA assessment is conducted according to counselling standards |
| 2. Provide psychological first aid services | * 1. ***Client’s bio-data*** is obtained according to counselling standards   2. PFA plan is developed according to assessment report   3. PFA is provided according to presenting issues, assessment report and counselling standards   4. Follow-up is provided according to counselling standards   5. Client referral is recommended according to counselling standards |
| 3.Evaluate psychological first aid services | * 1. PFA services are evaluated by the client according to counselling standards   2. Counsellor self-evaluation is conducted according to counselling standards   3. Personal therapy is undertaken in accordance with counselling standards   4. Counsellor is supervised in accordance with counselling standards |
| 4.Terminate the psychological first aid services | * 1. PFA contract is terminated according to counselling standards   2. PFA report is prepared and shared in accordance with counselling standards |

**RANGE**

This section provides 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. Client bio-data may include but not limited to: | * Name * Age * education level * occupation * gender * contacts * position of birth * significant contact |
| 1. Assessment tools include may but not limited to: | * Intake tools * anxiety inventories * suicidal tests * panic tests * checklists |

**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:

* Attending
* Communication
* Concreteness
* Confrontation
* Empathy
* Genuineness
* Immediacy
* Interpersonal
* Life skills
* Listening
* Minimal prompts
* Negotiation
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Responding
* Social
* Summarization
* Unconditional positive regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* History of PFA
* PFA assessment
* Relationship building
* Process of counselling
* Individual theories
* Group theories
* Trauma theories
* Crisis theories
* PFA intervention models
* Providing psycho-education
* Conflict resolution
* Counsellor supervision
* Personal development (PD)
  + Personal therapy
  + Journaling
  + PD activities
* Ethical and legal standards

**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. Conducted assessment in accordance with counselling standards   2. Negotiated PFA contract in accordance with counselling standards   3. Developed PFA plan in accordance with counselling standards   4. Provided PFA services in accordance with counselling standards   5. Evaluated PFA services in accordance with counselling standards   6. Undertook personal therapy in accordance with counselling standards   7. Undertook PFA supervision in accordance with counselling standards   8. Terminated PFA services in accordance with counselling standards |
| 1. Resource Implications | The following resources must be provided:   * 1. Access to relevant workplace where assessment can take place   2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 1. Context of Assessment | Competency may be assessed  4.1Workplace or simulated workplace |
| 1. Guidance Information for Assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **APPLY ENTREPRENEURIAL SKILLS IN COUNSELLING**

**UNIT CODE: 0413 541 05A**

**UNIT DESCRIPTION**

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

**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 Range*** |
| 1.Apply fundamentals of entrepreneurship in counseling. | * 1. **Sources of personal and business *funds*** are identified as per financial procedures and standards   2. Personal finances are managed as per financial procedures and standards   3. Savings are managed as per financial procedures and standards   4. Debts are managed as per financial procedures and standards   5. Investments are undertaken as per financial procedures and standards   6. Insurance services are procured as per financial   procedures and standards |

|  |  |
| --- | --- |
| 2.Apply entrepreneurial concept in counselling | * 1. Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship   2. ***Types of entrepreneurs*** are identified as per principles of entrepreneurship   3. Ways of becoming an entrepreneur are identified as per principles of Entrepreneurship   4. ***Characteristics of Entrepreneurs*** are identified as per principles of Entrepreneurship   5. Salaried employment and self-employment are distinguished as per principles of entrepreneurship   6. ***Requirements for entry into self-employment*** are identified according to business procedures and standards   7. Roles of an Entrepreneur in an enterprise are determined according to business procedures and standards   8. **Contributions of entrepreneurship** to National development are identified as per business   procedures and standards |
| 3. Identify entrepreneurial opportunities in counselling | * 1. Business ideas are identified as per business procedures and standards   2. Factors to consider when evaluating business opportunity viability are explored based on business procedure and standards   3. Entrepreneurial opportunities are evaluated as per business procedures and standards   4. Business ideas and opportunities are generated as per business procedures and standards   5. Business life cycle is analyzed as per business   procedures and standards |
| 4. Apply business  legal aspects in counselling | 4.1 ***Forms of business ownership*** are identified as  per legal procedures and practices |

|  |  |
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|  | * 1. Business Registration and Licensing processes are identified as per legal procedures and practices   2. Types of Contracts and Agreements are analyzed as per legal procedures and practices   3. Employment Laws are identified as per legal procedures and practices   4. Taxation laws are identified as per legal   procedures and practices |
| 5. Innovate  counselling business strategies | * 1. Business innovation strategies are determined by the organization standards   2. Creativity in business development is demonstrated in accordance with business standards   3. ***Innovative business standards are*** developed as per business principles   4. Linkages with other entrepreneurs are created as per best practice   5. ICT is incorporated in business growth and   development as per best practice |
| 6. Develop counselling business plan | * 1. Business idea is described as per business procedures and standards   2. Business description is developed as per business plan format   3. Marketing plan is developed as per business plan format   4. Organizational/Management plan is prepared in accordance with business plan format   5. Production/operation plan is prepared in accordance with business plan format   6. Financial plan is prepared in accordance with the business plan format   7. Executive summary is prepared in accordance   with business plan format |

|  |  |
| --- | --- |
|  | * 1. Business plan is presented as per best practice   2. Business ideas are incubated as per institutional 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.** Sources of personal funds may include but not limited to: | * Salary/Wages * Investments * Savings * Inheritance * Government Benefits |
| **2.** Sources of business finance may include but not limited to: | * Equity Financing * Debt Financing, * Personal Savings/Investment * Retained Earnings * Grants and Subsidies * Crowdfunding * supplier Credit: * Leasing and Asset Financing: |
| 3. Types of entrepreneurs may | * Innovators * Imitators * Craft |

|  |  |
| --- | --- |
| include but not limited to: | * Opportunistic * Speculators |
| 4. Characteristics of Entrepreneurs may include but not limited to: | * Creative * Innovative * Planner * Risk taker * Networker * Confident * Flexible * Persistent * Patient * Independent * Future oriented * Goal oriented |
| 5. Requirements for entry into self- employment may include but not limited to | * Technical skills * Management skills * Entrepreneurial skills * Resources * Infrastructure |
| 6. Forms of businesses ownership may include but not  limited to: | * Sole proprietorship * Partnership * Limited companies * Cooperatives |
| 7. Innovative business standards may include but not limited to: | * New products * New methods of production * New markets * New sources of supplies * Change in industrialization |

**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:

* Analytical
* Management
* Problem-solving
* Root-cause analysis
* Communication

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + Decision making
  + Business communication
  + Change management
  + Competition
  + Risk
  + Net working
  + Time management
  + Leadership
  + Factors affecting entrepreneurship development
  + Principles of Entrepreneurship
  + Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
  + Conflict resolution
  + Health, safety and environment (HSE) principles and requirements
  + Customer care standards
  + Basic financial management
  + Business strategic planning
  + Impact of change on individuals, groups and industries
  + Government and regulatory processes
  + Local and international market trends
  + Product promotion standards
  + Market and feasibility studies
  + Government and regulatory processes
  + Local and international business environment
  + Relevant developments in other industries
  + Regional/ County business expansion standards

**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 Sources of personal and business finance as per financial procedures and standards   2. Managed Personal finances as per financial procedures and standards   3. Made Investment decisions as per financial procedures and standards   4. Generated Business ideas and opportunities based on business procedure and standards   5. Analyzed business life cycle based on business procedure and standards   6. Determined business innovative   standards as per business principles  1.7 Developed and presented a business plan as per regulatory  framework |
| 2. 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. Methods of Assessment | Competency may be assessed through:   * 1. Written tests   2. Oral questions   3. Third party report   4. Interviews   5. Portfolio |
| 4. Context of Assessment | Competency may be assessed:  Workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE COMMUNITY COUNSELLING**

**UNIT CODE: 0923 551 06A**

**UNIT DESCRIPTION**

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

**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.Prepare to Provide community Counseling | * 1. Counselling room is identified as per the counselling standards   2. Counselling room is set as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling standards   5. Treatment plan form is identified as per the counselling standards   6. Community underlying issues are identified as per standard practice |
| 2. Carry out  Community Counseling | * 1. Rapport is established as per counselling standard practice.   2. Contract form is completed as per ethical standards   3. Assessment tools are administered as   per the counselling standards |

|  |  |
| --- | --- |
|  | * 1. Assessment outcome is determined as per client needs   2. Community counselling sessions are structured as per treatment plan   3. Community counselling sessions are conducted as per treatment plans   4. Ongoing reassessment is carried out as per counselling standards   5. Client-counsellor relationship is maintained as per counselling standards   6. Referrals are made as per the assessment outcome. |
| 3.Evaluate community Counseling | * 1. Counselling session outcome is determined as per client needs   2. Counselling evaluation report is prepared as per the counselling standards.   3. Documentation is made as per the evaluation report |
| 4.Terminate community Counseling | * 1. Outcome goals are reviewed as per counseling standards   2. Termination is conducted as per the counseling standards   3. ***Continuum of care*** is determined as per the counseling standards |

**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. Counselling standards include but not limited to: | 1.1 Counselling code of ethics:  Kenya Counsellors and Psychologists Association (KCPA) 2022  2.2 Guidelines that regulate the profession of counselling: Community Health Act (2023)  Primary Health Care Act |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM)   2. International Classification of Diseases (ICD)   3. Post -traumatic stress disorder (PTSD) tests |
| 3.Client bio-data include but not limited to:  (Contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact |
| 4. Continuum of care | * 1. Psycho-education   2. Referral for medical services   3. Referral for legal services   4. Outreach services |

**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:

* + - Attending
    - Communication
    - Confrontation
    - Empathy
    - Genuineness
    - Immediacy
    - Interpersonal
    - Life skills
    - Listening
    - Minimal prompts
    - Observation
    - Prioritizing
    - Probing
    - Reflecting
    - Responding
    - Self-awareness
    - Social
    - Summarization
    - Unconditional Positive Regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Psycho-education
    - Ethical and legal standards
    - Supervision
    - Personal development
    - Psychological debriefing
    - Psychological first Aid
    - Psychological testing and assessment
    - Group theories
    - Coaching
    - Multicultural counselling
    - Theories of counselling
    - Community counselling
    - Community Psychology
    - Social Psychology
    - Industrial/ Organizational Psychology
    - Disaster and Risk Management
    - Guidance Services
    - Special needs and disability counselling
    - Drug addiction
    - Community health
    - Crime prevention
    - Sexual and Gender Based Violence (SGBV)
    - Nutrition and dietetics

**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. Set counselling room as per the counselling standards   2. Identified contract form as per ethical standards   3. Identified ***Assessment tools*** as per   counselling standards   * 1. Identified treatment plan form as per the counselling standards   2. Identified Community underlying issues as per standard practice   3. Established rapport as per counselling standard practice.   4. Administered Assessment tools as per the counselling standards   5. Conducted Community counselling sessions as per treatment plans   6. Recommend Referrals as per the assessment outcome.   7. Prepared Counselling evaluation report as per the counselling standards.   8. Completed Documentation as per the evaluation report   Conducted Termination as per the counseling standards |
| 2. 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. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | Competency may be assessed at  4.1. workplace or simulated workplace. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**PERFORM ADMINISTRATIVE DUTIES FOR COUNSELLING SERVICES**

**UNIT CODE: 0923 551 07A**

**UNIT DESCRIPTION**

This Unit describes the competencies required to perform administrative duties in the provision of counselling services. It involves competencies for adhering to counselling services regulations, requisitioning for counselling operational resources, advocating for counselling services, coordinating operational counselling resources, undertaking counselling services documentation, and organizing counsellor supervision services.

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENTS**  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. |
| 1. Prepare to perform administrative duties | * 1. Counselling services plan and budgets are prepared according to counselling needs   2. ***Counselling services supplies*** are requisitioned in with accordance counselling needs   3. ***Counselling resources*** are mobilized according to counselling standards |
| 1. Perform administrative duties in counselling services | 1. Supervising of day-to-day operations of counselling services is conducted according to counselling standards 2. ***Counselling services policies*** are implemented in accordance with counselling standards 3. Counselling services are advocated for in accordance with counselling standards 4. Counselling services resources are managed in accordance with organizational procedures |
| 3.Evaluate performance of administrative duties | 3.1Provision of counselling services is monitored according to counselling standards  3.2Counselling services documentation is enforced in accordance with counselling standards  3.3Counselling services supervision is enforced in accordance with counselling standards  3.4 Referral processes are implemented in accordance with counselling standards  3.5 Follow up procedures are adhered to in accordance with counselling standards  3.6 Reports are prepared and shared according to organizational procedures and counselling standards |

**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. Counselling resources may include but not limited to: | * Material * Financial * Human resource |
| 1. Counselling services policies may include but not limited to: | * Procedures * Guidelines * Ethical codes * Rules |
| 1. Counseling services supplies **may** include but not limited to: | * Therapy rooms * Furniture * Assessment tools * First aid kits * Counseling forms * Stationery |

**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:

* Attending
* Communication
* Concreteness
* Confrontation
* Diplomacy
* Empathy
* Genuineness
* Immediacy
* Listening
* Minimal prompts
* Negotiation
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Social
* Social
* Summarization
* Team building
* Unconditional Positive Regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Strategic management
* Counselling services regulations
* Financial literacy and management
* Marketing, sales and advocacy
* Networking
* Human resource management
* Counselling services documentation
* Supplies and procurement
* Information, communication technology (ICT)
* Occupational safety and health
* Counsellor supervision
* Personal development (PD)
* Personal therapy
* Journaling
* PD activities
* Ethical and legal standards

**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. Prepared counselling services plan and budget in accordance with counselling needs   2. Implemented counselling services policies in accordance with counselling standards   3. Requisitioned counselling services supplies in accordance with the organizational procedures and counselling needs   4. Managed counselling services resources in accordance with organizational procedures   5. Advocated for counselling services in accordance with counselling standards   6. Enforced counselling services supervision in accordance with counselling standards   7. Prepared reports in accordance with organizational procedures and counselling standards |
| 1. Resource Implications | The following resources must be provided:   1. Access to relevant workplace where assessment can take place 2. Appropriately simulated environment where assessment can take place |
| 1. Methods of Assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 1. Context of Assessment | Competency may be assessed  4.1 workplace or simulated workplace |
| 1. Guidance Information for Assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**WORK ETHICS AND PRACTICES IN COUNSELLING**

**UNIT CODE: 0417 541 08A**

**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.   * 1. Accountability and responsibility for one's actions are demonstrated based on workplace instructions.   2. Time management, attendance and punctuality are observed as per the organization’s policy.   3. Personal goals are managed as per the organization’s objective   4. Self-strengths and weaknesses are identified based on personal objectives   5. Motivation, initiative and proactivity are utilized as per the organization policy   Individual performance is evaluated and monitored according to the agreed targets. |

|  |  |
| --- | --- |
| 2. 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 |
| 3. Promote Team work | * 1. ***Teams*** are formed to enhance productivity based on organization’s objectives   2. Duties are assigned to teams under the organization policy.   3. Team activities are managed and coordinated as per set objectives.   4. Team performance is evaluated based on set targets as per workplace policy.   5. ***Conflicts*** are resolved between team members in line with organization policy.   6. Gender and diversity-related issues are identified and mainstreamed in accordance with workplace policy.   7. Healthy ***relationships*** are developed and maintained in line with the workplace.   8. Adaptability and flexibility are applied in   dealing with team members as per workplace policies |
| 4. Maintain professional and personal development | * 1. ***Personal growth and development*** needs are identified and assessed in line with the requirements of the job.   2. ***Training and career opportunities*** are identified and utilized based on job requirements.   3. ***Resources*** for training are mobilized and allocated based on organizations and individual skills needs.   4. Licenses and certifications relevant to the job and career are obtained and renewed as per policy.   5. Recognitions are sought as proof of career advancement in line with professional   requirements. |
| * 1. Work priorities and personal commitments are balanced and managed based on the requirements of the job and personal objectives.   2. Dynamism and on-the-job learning are   embraced in line with the organization’s goals and objectives. |
| 5. Apply Problem solving skills | * 1. ***Creative, innovative*** and practical solutions are developed based on the problem   2. Independence and initiative in identifying and solving problems are demonstrated based on the requirements of the job.   3. Team problems are solved as per the workplace guidelines   4. Problem-solving strategies are applied as per the workplace guidelines   5. Problems are analyzed and assumptions tested as per the context of data and   circumstances |
| 6. Promote Customer Care | * 1. Customers' needs are identified based on their characteristics   2. Customer ***feedback*** is allowed and facilitated in line with organization policies.   3. Customer concerns and complaints are analyzed and resolved in line with the set organizational culture.   4. Proactive customer outreach programs are implemented as per organizational policies   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 |
| 2. Conflicts include but  are not limited to: | * Interpersonal Conflict. * Intrapersonal Conflict. * Intergroup Conflict. * Intragroup Conflict. |
| 3. Relationships may  include but not  limited to: | * Man/Woman * Trainer/trainee * Employee/employer * Client/service provider * Husband/wife * Boy/girl * Parent/child * Sibling relationships |
| 4. Team may include but  not limited to: | * Small work group * Staff in a section/department * Inter-agency group * Virtual teams |
| 5. 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 |
| 6. Personal objectives may include but not limited to: | * Long term * Short term * Broad * Specific |

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 7. Trainings and career opportunities may include but not  limited to | * Participation in training programs * Serving as Resource Persons in conferences and workshops * Capacity building |
| 8. Resource may include  may but not limited to: | * Human * Financial * Technology |
| 9. Creative and innovative may include but not limited to: | * New ideas * Original ideas * Different ideas * Methods/procedures * Processes * New tools |
| 10. 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. |
| 2. 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. |
| 3. Methods of Assessment | Competency in this unit may be assessed through:   * 1. Observation   2. Oral questioning   3. Written test   4. Portfolio of Evidence   5. Interview   Third party report |
| 4. Context of Assessment | Competency may be assessed:  4.1 Workplace or a simulated work environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

**CONDUCTCLIENT ASSESSMENT**

**UNIT CODE: 0923 551 09A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct client assessment which is the second step during the counselling process. It entails preparing to conduct client assessment, carrying out client assessment, evaluating client assessment and terminating client assessment.

**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. Prepare to conduct client assessment | * 1. Assessment room/venue is identified as per the ***counselling standard***   2. Counselling room/venue is set up as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are obtained as per counselling standards |
| 2. Carry out Client Assessment | * 1. Rapport is established as per counselling codes   2. Contract form is completed as per ethical standards   3. Counselling sessions are structured as per assessment outcome   4. Assessment tools are administered as per the counselling standards   5. Scoring of assessment is interpreted as per counselling standard   6. Assessment reports is prepared as per assessment outcome |
| 3.Formulate counselling diagnosis | * 1. Counselling diagnosis is carried out as per assessment outcome   2. Assessment results are discussed with client as per counselling requirements   3. Treatment plan is prepared as per organizational policy   4. Assessment report is compiled based on assessment results   5. Assessment report is shared with client as per organizational procedures |
| 4. Evaluate Client Assessment | 4.1. Assessment reports is interpreted as per counselling standards   * 1. Recommendation is conducted as per the assessment report   2. 4.3 Referrals are made as per the assessment outcome.   3. Client assessment records are maintained as per counselling standards |
| 5. Terminate client assessment | * 1. Assessment report is discussed with the client as per counselling ethics   2. Treatment decision is determined as per the counselling standards   3. Counselling Sessions are scheduled as per counseling standards   4. Referrals are made as per the counseling standards   5. Client assessment session terminated as per counseling standard |
| 6.. Refer and follow up on client progress | * 1. Client referral is recommended based on assessment report   2. Client referral is discussed with the client as per counselling code of ethics   3. Client referral form is filled as per counselling code of ethics   4. Client is referred as per counselling code of ethics   5. Client progress is followed up as per organizational requirements   6. Continuum care is initiated as per organizational procedures   7. Counselling report is prepared and disseminated based on organizational requirements |

**RANGE**

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

|  |  |
| --- | --- |
| **Variable** | **Range** |
| 1. Assessment tools include but not limited to: | * 1. Psychometric tests   2. Personality tests   3. Diagnostic Statistical Manual (DSM5-TR)   4. Self-esteem assessment tools   5. Post-Traumatic Stress Disorder (PTSD) assessment tools   6. Anxiety inventories   7. Suicidal tests   8. Depression tools |
| 2 Client bio-data include but not limited to:  (contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant others’ contact |

**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:

* Attending
* Communication
* Concreteness
* Confrontation
* Empathy
* Genuineness
* Immediacy
* Interpersonal
* Listening
* Minimal prompts
* Negotiation
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Social
* Summarization
* Unconditional positive regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Psychological testing and assessment
* Personality disorders
* Mental disorders
* Mood disorders
* Anxiety disorders
* Eating and impulse control disorders
* Sexual disorders
* States of consciousness
* Cognition
* Emotions
* DSM V-TR
* Human development
* Contextual issues
* Referrals
* Assessment documentation
* Supervision
* Personal development

**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. Set Counselling room/venue as per the counselling standards   2. Obtained ***Assessment tools*** are obtained as per counselling standards   3. Established rapport as per counselling codes   4. Completed Contract form as per ethical standards   5. Administered ***Assessment tools***   as per counselling standards   * 1. Prepared Assessment reports as per counselling standards   2. Structured Counselling sessions as per assessment outcome   3. Maintained Client assessment records as per the counselling standards   4. Conducted Referrals are as per the counselling standards   Terminated Client assessment session terminated as per counselling standard |
| 2. 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. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | Competency is assessed at workplace or simulated workplace. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE CAREER GUIDANCE AND COUNSELLING**

**UNIT CODE: 0923 551 10A**

**UNIT DESCRIPTION**

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

**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.Prepare to Provide Career Guidance and Counselling | * 1. counselling room is identified as per the counselling standards   2. counselling room set as per the counselling standards   3. Contract form is identified as per ethical standards   4. Career ***Assessment tools*** are identified as per counselling standards |
| 2.Carry out Career Guidance and Counselling | * 1. Rapport is created as per counselling standard practice   2. Contract form is completed   as per ethical standards   * 1. Career assessment tools are administered as per the counselling standards   2. Assessment outcome is determined as per counselling standards   3. Counselling sessions are conducted as per the assessment outcome   4. Ongoing reassessment is carried out as per counselling standards   5. Referrals are made as per the counselling outcome. |
| 3.Evaluate Career Guidance and Counselling | * 1. Counseling session outcome is determined as per counselling goals   2. Counseling evaluation report is prepared as per counselling standards.   3. Evaluation records are documented as per evaluation report |
| 4.Terminate Career Guidance and Counselling | * 1. Outcome goals are reviewed as per clients’ needs   2. Career linkage is determined as per the counselling outcome.   3. Termination is conducted as per the career counseling goals |

**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. Counselling standards include but not limited to: | 1.1Counselling code of ethics:  Kenya Counsellors and Psychologists Association (KCPA) 2022  Career Development Association OF Kenya (CDAK) 2013  1.3 Guidelines that regulate the profession of counselling:  Computer Assisted Personality Assessment (CAPA) |
| 2. Assessment tools include but not limited to: | * 1. Psychometric tools   2. Myers and Briggs Temperament Indicator (MBTI)   3. Realistic Investigative Artistic Social Enterprising Conventional (RIASEC) Model |
| 3.Client bio-data include but not limited to:(Contract form) | * 1. Name   2. Age   3.3 Education  3.4 Occupation  3.5 Gender  3.6 Contacts  3.7 Position of birth  3.8 Significant contact |

**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:

* + Attending
  + Communication
  + Decision making skills
  + Empathy
  + Genuineness
  + Life skills
  + Guidance
  + Advice giving
  + Listening
  + Non-discriminative
  + Observation
  + Patience
  + Probing
  + Questioning
  + Reflecting
  + Responding
  + Social skills
  + Unconditional Positive Regard
  + Challenging Skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + Human developmental theories
  + Relationship building
  + Vocational/Career guidance
  + Process of counselling
  + Theories of counselling
  + Career theories
  + Multicultural issues
  + Adolescent Assessment
  + Relationship building
  + Conjoint counselling
  + Theories and practice of group therapy
  + Coaching and mentorship
  + Life skills
  + Adolescent Sexuality
  + Contextual issues
  + Ethical and legal issues
  + Referrals
  + Supervision
  + Personal development
  + Guidance and counselling procedures
  + Child and adolescent development
  + Multicultural counselling
  + Guidance and counselling assessment
  + Documentation and referral procedure
  + Process of guidance and counselling
  + Behaviour modification
  + Testing and assessment

**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. Set counselling room as per the counselling standards   2. Identified contract form as per ethical standards   3. Identified Career ***Assessment tools*** as per counselling standards   4. Established rapport is as per counselling standard practice   5. Completed contract form as per ethical standards   6. Administered career assessment tools as per the counselling standards s   7. Counselling sessions are conducted as per the assessment outcome   8. Prepared counseling evaluation report as per the counselling standards.   9. Documented evaluation records as per the evaluation report   10. Conducted termination as per the career counseling goals |
| 2. 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 |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 4. Context of assessment | Competency may be assessed at workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

## **PROVIDE WORKPLACE COUNSELLING**

**UNIT CODE: 0923 551 11A**

**UNIT DESCRIPTION**

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

**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. Prepare to provide workplace counselling | * 1. Counselling room is identified as per **the counselling standards and organizational policy**   2. Counselling room is set as per the counselling standards and organizational policy   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling standards   5. Treatment plan identified as per the counselling standards |
| 2. Conduct assessment for workplace counselling | * 1. Client (s) bio-data is obtained as per organizational requirements   2. Psychological Assessment is conducted based on counseling ethics   3. Psychological tests are carried out as per Counsellors and Psychologists Act 2014   4. Diagnosis is discussed based on assessment findings   5. Diagnosis is discussed based on assessment findings   6. Treatment plan is prepared based on diagnosis.   7. Assessment report is compiled and shared as per organizational procedures |
| 3.Carry out workplace counselling | * 1. Rapport is established as per counselling standards   2. Contract form is completed as per ethical standards   3. Assessment tools are administered as per the counselling needs   4. Assessment outcome is determined as per counselling needs   5. Treatment plan is completed as per the counselling standards   6. Counselling services are conducted as per treatment plans   7. Ongoing reassessment is carried out as per counselling standards   8. Referrals are made as per assessment outcome. |
| 4. Conduct Employee Assistance Programs | * 1. Employee is oriented to induction programs as per organizational policy.   2. Employee assistance programs are conducted based on workplace policy.   3. Induction process is carried out based on workplace induction checklist |
| 5.Evaluate workplace counseling | 31 Counseling session outcomes is determined as per counseling standards   * 1. Counseling evaluation report is prepared as per counselling standards.   2. Documentation is made as per evaluation report |
| 6.Terminate workplace counseling | * 1. Outcome goals are reviewed as per counselling standards   2. Termination is conducted as per counseling standards   3. ***Continuum of care*** is determined as per counselling standards |

**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. Counselling standards include but not limited to: | * 1. Counselling code of ethics:   Kenya Association of Marriage and Family Therapy (KAMFT)  Kenya Counsellors and Psychologists Association (KCPA) 2022   * 1. Guidelines that regulate the profession of counselling: Counsellors and Psychologists Act (2014), Mental Health Act Kenya (2022) |
| 2. Organizational Policy include but not limited to: | * 1. Standard Operating Procedures (SOPS)   2. Occupational Safety and Health Act (OSHA)   3. HIV/AIDS policy at workplace   4. Alcohol, Drugs and Substance Abuse (ADA) Policy at workplace   5. Sex Offences Act (SOA) Act 2017   6. The Kenya Constitution 2010 |
| 3. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM5-TR)   2. Anxiety inventories   3. Suicidal tests   4. Panic tests   5. Behaviour Checklists   6. Personality tests   7. Post-Traumatic Stress Disorder (PTSD) tests   8. International Classification of Diseases-11th edition (ICD-11) |
| 4. Client bio-data include but not limited to:  (Contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact |
| 5. Continuum of care | * 1. Psycho-education services   2. Referral for medical services 4.3Referal for legal services   4.4 Outreach services |

**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:

* + - Attending
    - Communication
    - Debriefing/diffusion
    - Decision making skills
    - Empathy
    - Genuineness
    - Interpersonal
    - Life skills
    - Listening
    - Non-discriminative
    - Observation
    - Patience
    - Probing
    - Questioning
    - Reflecting
    - Responding
    - Social
    - Unconditional Positive Regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Trauma and Post Traumatic Stress Disorder (PTSD)
    - Conflict management
    - Human developmental theories
    - Relationship building
    - Process of counselling
    - Theories of trauma counselling
    - Multicultural counselling
    - Loss and grief counselling
    - Group theories
    - Psychological debriefing
    - Psycho-education
    - Ethical and legal issues
    - Referrals
    - Supervision
    - Personal development
    - Industrial/ Organizational Psychology
    - Employee assistance and wellness services
    - Stress Management
    - Financial counselling
    - Retirement and redundancy counselling

**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 candidate:   * 1. Set Counselling room as per the ***counselling standards and organizational policy***   2. Identified Contract form as per ethical standards   3. Identified ***Assessment tools*** as per counselling standards   4. Identified Treatment plan as per the counselling standards   5. Established Rapport as per counselling standards   6. Completed Contract form as per   ethical standards   * 1. Administered Assessment tools as per the counselling needs   2. Determined Assessment outcome as per counselling needs   3. Completed Treatment plan as per the counselling standards   4. Conducted Counselling services as per treatment plans   5. Carried out Ongoing reassessment as per counselling standards   6. Made Referrals as per the assessment outcome.   7. Prepared Counselling evaluation report as per the counselling standards.   8. Made Documentation as per the evaluation report   9. Conducted Termination as per the counseling standards | |
| 2. 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. | |
| 3. Methods of assessment | | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written assessment   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | | Competency may be assessed at workplace or simulated workplace. |
| 5. Guidance information for assessment | | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE SPECIAL NEEDS AND DISABILITY COUNSELLING**

**UNIT CODE: 0923 551 12A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to provide special needs and disability counseling. It entails preparing to provide special needs and disability counseling, carrying out special needs and disability counseling, evaluating special needs and disability counseling and terminating special needs and disability counseling.

**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.Prepare to Provide Special Needs and Disability Counseling | * 1. Counselling room is identified as per the counselling standards   2. Counselling room is set as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling standards   5. Treatment plan form is identified as per the counselling standards   6. Rapport is established with the parent as per the **theoretical orientation.**   7. Parental intake interview is conducted as per the counselling needs   8. ***Parental Informed consent form*** is   completed as per ethical standards |
| 2. Carry out Special Needs and Disability Counseling | * 1. Rapport is Maintained as per counselling standards   2. Contract form is completed as per ethical   3. standards   2.3 Assessment tools are administered as per  the counselling needs  2.4 Assessment outcome is determined as  per client needs  2.5 Treatment plan is filled as per the  assessment outcome  2.6 Counselling sessions are conducted as  per treatment plans  2.7 Parent feedback session is conducted as  per the presenting issues.  2.8 Ongoing reassessment is carried out as  per counselling standards  2.9 Client-counsellor relationship is  maintained as per counselling standards  2.10 Referrals are made as per the  assessment outcome. |
| 3.Evaluate Special Needs and Disability Counseling | * 1. Counseling session outcome is determined as per counseling standards   2. Parent consultation session is conducted as per counseling outcomes   3. Counseling session outcomes are reviewed as per counseling goals   4. Client progress report is prepared as per the counseling standards.   5. Documentation is made as per the evaluation repo |
| 4.Terminate Special Needs and Disability Counseling | * 1. Outcome goals are reviewed as per counseling standards   2. Termination is conducted as per the counseling standards.   3. ***Continuum of care*** is determined as per the counseling outcome |

**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. Counselling standards include but not limited to: | * 1. Counselling code of ethics: Kenya Counsellors and   Psychologists Association (KCPA) 2022   * 1. Guidelines that regulate the profession of counselling:   Association of Person with Disability Kenya (APDK) |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM)   2. Personality tests   3. Post -Traumatic Stress Disorder (PTSD) tests   4. Intelligence Tests   5. Kaufman Assessment Battery for Children (K-ABC)   6. Differential Ability scales (DAS)   7. Woodcock-Johnson II (WTII)   8. Performance, Portfolio, and Authentic Assessment   9. Peer appraisal techniques   10. Measuring study, habits, interests, and attitudes   11. Adult Disability Assessment tools   12. Rapid Assessment of Disability (RAD) |
| 3.Client bio-data include but not limited to: (Contract form)  (Parental Informed consent form) | * 1. Name   2. Age   3.3 Education level  3.4 Occupation  3.5 Gender  3.6 Contacts  3.7 Position of birth  3.8 Significant contact |
| 4. Continuum of care | * 1. Psycho-education   2. Referral for medical services 4.3Referral for legal services   4.4 Outreach services |
| 5. Special needs and disabilities counselling services include but not limited to: | * 1. Special needs and disabilities assessment   2. Special needs counselling   3. Disability counselling   4. Geriatric counselling   5. Counselling for minority groups   6. Psycho-education   7. Conjoint and referrals |
| 6. Theoretical orientation. | 6.1 Person-centered therapy  6.2 Cognitive behavior therapy 6.3 Psychodynamic therapy  6.4 Motivational intervention |

**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:

* + - Attending
    - Communication
    - Empathy
    - Genuineness
    - Immediacy
    - Interpersonal
    - Life skills
    - Listening
* Minimal prompt
* Negotiation
  + Networking
  + Observation
  + Prioritizing
  + Probing
  + Reflecting
  + Responding
  + Social
  + Summarization
  + Unconditional Positive Regard
  + Challenging skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Documentation and referral procedures
* Ethical and legal issues
* Relationship building
* Process of counselling
* Theories of counselling
* Disability models
* Group theories
* Expressive art therapy
* Conjoint therapy
* Psycho-education
* Contextual issues
* Supervision
* Personal development
* Psychological debriefing
* Psychological first Aid
* Psychological testing and assessment

**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. Set Counselling room as per counselling standards   2. Identified contract form as per ethical standards Identified ***Assessment tools*** as per   counselling standards   * 1. Identified treatment plan form as per the counselling standards   2. Established rapport with the parent as per the **theoretical orientation.**   3. Conducted parental intake interview as per the counselling needs   4. Completed ***Parental Informed consent form*** as per ethical standards   5. Established rapport as per counselling standards   6. Completed contract form as per ethical standards   7. Administered Assessment tools as per the counselling needs   8. Determined Assessment outcome as per client needs   9. Completed Treatment plan as per the assessment outcome   10. Conducted Counselling sessions as per treatment plans   11. Made Referrals as per the assessment outcome.   12. Prepared Client progress report as per the counselling standards.   13. Made Documentation as per the evaluation report   Termination is conducted as per the counseling standards. |
| 2. 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.   Resources relevant to the proposed activity or tasks |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   Case studies |
| 4.Context of assessment | Competency may be assessed at workplace or simulated workplace. |
| 5.Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

**PROVIDE MARRIAGE AND FAMILY COUNSELLING**

**UNIT CODE: 0923 551 13A**

**UNIT DESCRIPTION**

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

**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. Prepare to provide marriage and family counseling | * 1. Counselling room is identified as per counselling standards   2. Counselling room is set as per ***counselling standards***   3. Contract formis identified as per ethical standards   4. Marriage and family ***Assessment tools*** are identified as per counseling standards   5. Treatment plan identified as per the counselling standards |
| 2.Conduct assessment for marriage and family counselling | 2.1Client bio-data is obtained as per organizational requirement  2.2 Psychological Assessment is conducted based on counseling ethics   * 1. Psychological tests are carried out as per Counsellors and Psychologists Act 2014   2. Client is diagnosed as per organizational procedures   3. Diagnosis is discussed based on assessment findings   4. Treatment plan is prepared based on diagnosis results.   5. Assessment report is compiled and disseminated as per organizational requirements |
| 3.Carry out family and marriage counselling | * 1. 3.7Rapport is established as per counselling codes   2. Marriage and family assessment tools are administered as per the counselling standards   3. Marriage and family assessment outcome is determined as per counselling standards   4. Treatment plan is completed as per the counselling standards   5. Marriage and family counselling sessions are conducted as per treatment plans   6. Ongoing reassessment is carried out as per counselling standards   7. Client-counsellor relationship is maintained as per counselling standards   3.8Marriage and family referrals are made as per the assessment outcome. |
| 4.Evaluate family and marriage counseling | * 1. 4.1Marriage and family counseling session outcome is evaluated as per counseling standards   2. 4.2 Marriage and family counseling evaluation report is prepared as per the counseling standards.   3. 4.3Marriage and family records are documented as per the evaluation report |
| 5. Terminate family and marriage counseling | 5.1. Outcome goals are reviewed as per counseling standards  5.2. Termination is conducted as per counseling standards  5.3***. Continuum of care*** is determined as per counselling standards |

**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. Counselling standards include but not limited to: | * 1. Code of ethics: Kenya Association of Marriage and Family Therapy (KAMFT)   Kenya Counsellors and Psychologists Association (KCPA) 2022   * 1. Guidelines that regulate the profession of counselling: Counsellors and Psychologists Act (2014) |
| 2. Client bio-data include but not limited to:(contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact |
| 3. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM 5-TR)   2. Anxiety inventories   3. Suicidal tests   4. Panic tests   5. Behavior Checklists   6. Patient Health Questionnaire (PHQ)   7. Genogram |
| 4 Continuum of care | * 1. Psycho education   2. Referral for medical services 4.3Referral for legal services   3. Outreach services |

**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:

* + - Attending
    - Communication
    - Concreteness
    - Confrontation
    - Empathy
    - Genuineness
    - Immediacy
    - Interpersonal
    - Life skills
    - Listening
    - Minimal prompts
    - Negotiation
    - Networking
    - Observation
    - Prioritizing
    - Probing
    - Reflecting
    - Responding
    - Social
    - Summarization
    - Unconditional positive regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Crisis assessment
    - Relationship building
    - Process of counselling
    - Individual theories
    - Group theories
    - Crisis and trauma intervention models
    - Psychological first aid
    - Psycho-education
    - Conflict management
    - Supervision
    - Personal development
    - Ethical and legal standards
    - Human growth and development
    - Abnormal behaviour
    - Psychological testing and assessment
    - Addiction in families
    - Historical development of marriage and family counselling
    - Marriage and family as a system
    - Family pathologies and health
    - Theories of marriage and family counselling Bowenian

Structural Conjoint Gottman

* + - Assessment`
    - Process of counselling Premarital

Couple Family

* + - Co-morbidities/co-occurring disorders
    - Relapse prevention
    - Rehabilitation
    - 12 Step Program

**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 | Assessment requires evidence that the candidate:   * 1. Set Counselling room as per the   ***counselling standards***   * 1. Identified Contract formas per ethical standards   2. Identified Marriage and family ***Assessment tools*** as per counselling standards   3. Identified Treatment plan as per the counselling standards   4. Established Rapport as per counselling codes   5. Completed ***Contract form*** as per ethical standard   6. Administered Marriage and family assessment tools as per the counselling standards   7. Completed Treatment plan as per the counselling standards   Conducted Marriage and family counselling sessions as per treatment plans   * 1. Carried out Ongoing reassessment as per counselling standards   2. Made Marriage and family referrals   as per the assessment outcome  1.12 Prepared Marriage and family counselling evaluation report as per the counselling standards.  1.13Documented Marriage and family records as per the evaluation report  1.14 Conducted Termination as per counselling standards |
| 2. 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.   Resources relevant to the proposed activity or tasks. |
| 3. Methods of assessment | Competency may be assessed through:  3.1 Observation  3.2 Oral questioning  3.3 Written tests  3.4 Case studies  3.5 Audio-visual reviews  3.6 Role plays |
| 4. Context of assessment | Competency is assessed at workplace or simulated workplace. |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE CHILD AND ADOLESCENT COUNSELLING**

**UNIT CODE: 0923 551 14A**

**UNIT DESCRIPTION**

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

**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. Prepare to provide child and adolescent counseling | * 1. Counselling room is identified as per the counselling standards.   2. Counselling room is set as per the age and developmental stage   3. Rapport is established with the parent as per the **theoretical orientation.**   4. Parental intake interview is conducted as per the standard practice   5. ***Parental Informed consent form*** is completed as per ethical standards   6. ***Assessment tools*** are identified as per counselling standards |
| 2.  Carry out child and adolescent counselling | * 1. Initial meeting/contact with the child or adolescent is conducted as per the counselling standards   2. Rapport is established with the child or adolescent as per the theoretical orientation.   3. Assessment tools are administered as per the presenting issues.   4. Parent feedback session is conducted as per the presenting issues.   5. Referrals are made as per the assessment outcome   6. Treatment plan is developed as per the counselling needs   7. Counselling sessions are structured as per treatment plans   2.8Client-counsellor relationship is maintained as per the theoretical orientation. |
| 3.  Evaluate child and adolescent counseling | * 1. Ongoing reassessment is carried out as per counselling standards   2. Parent consultation session is conducted as counselling outcome   3. Counseling session outcome are reviewed as per counseling goals   4. parent/teacher conferences are conducted as per the counselling needs   5. Client progress report is prepared as per the counselling standards.   6. Documentation is made as per the evaluation report |
| 4.  Terminate child and adolescent counseling | * 1. Outcome goals are reviewed as per counseling standards   2. Termination is conducted as per the counseling standards   ***4.3 Continuum of care*** is determined as per the counseling standards |

**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. Counselling standards include but not limited to: | 1.1 Counselling code of ethics: Association of Play Therapy Kenya (APTK)  American Academy of Pediatrics (AAP)  Kenya Counsellors and Psychologists Association (KCPA)   * 1. Guidelines that regulate the profession of counselling:   Counsellors and Psychologists  Act (2014)  Mental Health Act Kenya (2022) |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM)   2. Relationship tools   3. Parenting/parental tools: parent stress scale, parental bonding scales, parenting questionnaire   4. Strength and difficulty questionnaire   5. Suicide scale   6. Child Health Questionnaire   7. Impact of event scale   8. Child PTSD Scale for DSM   Child depression Inventory |
| 3.Client bio-data include but not limited to:(Child intake form)  ***(***Parental Informed consent form***)*** | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact   9. School history   Medical history |
| 4. Continuum of care | * 1. Psycho-education   2. Referral for medical services   3. Referral for legal services/Psychometric assessment   4. Outreach services   5. Review sessions   6. Change of environment |
| 5 Theoretical orientation | 5.1 Person-centred therapy  5.2 Cognitive behaviour therapy  5.3 Psychodynamic therapy  5.4 Motivational intervention |

**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:

* + - Attending
    - Communication
    - Confrontation
    - Empathy
    - Genuineness
    - Immediacy
    - Interpersonal
    - Joining and accommodation
    - Listening
    - Mapping
    - Minimal prompts
    - Negotiation
    - Networking
    - Observation
    - Prioritizing
    - Questioning
    - Reflecting
    - Responding
    - Social
    - Summarization
    - Tracking
    - Unconditional Positive Regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Human Development psychology
    - Play and Expressive Art therapy
    - Theories of child therapy
    - Practice of child counselling
    - Adolescent Counselling
    - Psychological Testing and Assessment in children
    - Childhood and Adolescence disorders
    - Ethical and legal issues in children and adolescence
    - Child’s Rights
    - Multicultural consideration
    - Contextual issues
    - Ethical and legal standards
    - Supervision
    - Personal development

**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. Set counselling room as per the age and developmental stage   2. Established rapport with the parent as per the **theoretical orientation.**   3. Conducted parental intake interview as per the standard practice   4. Completed ***Parental Informed***   ***consent form*** as per ethical standards   * 1. Identified ***Assessment tools*** are identified as per counselling standards   2. Conducted Initial meeting/contact with the child or adolescent as per the counselling standards   3. Conducted Parent feedback session as per the presenting issues.   4. Made referrals as per the assessment outcome   5. Developed Treatment plan as per the counselling needs   6. Structured counselling sessions as per treatment plans   7. Prepared client progress report is prepared as per the counselling standards.   8. Made documentation as per the evaluation report   9. Conducted termination as per the counseling standards |
| 2. 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 |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   Case studies |
| 4. Context of assessment | Competency may be assessed at workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

## **PROVIDE ADDICTION COUNSELLING**

**UNIT CODE:0923 551 15A**

**UNIT DESCRIPTION**

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

**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. Prepare to provide addiction counseling | * 1. Counselling room is identified as per   the ***counselling standards***  1.2 Counselling room is set as per the counselling standards   * 1. 1.3 Contract form identified as per ethical standards   2. 1.4 Addiction ***Assessment tools*** are identified as per counselling needs   3. Treatment plan form is identified as per the counselling standards. |
| 2. Conduct assessment for addiction counseling | 2.1 Client (s) bio-data is obtained as per organizational requirements  2.2 Psychological Assessment is conducted based on counseling ethics  2.3 Psychological tests are carried out as per Counsellors and Psychologists Act 2014  2.4 Diagnosis is carried out as per DSM V   * 1. Diagnosis is discussed based on assessment findings   2.6 Treatment plan is prepared based on diagnosis results.  2.7 Assessment report is compiled and disseminated as per organizational procedures |
| 3. Carry out addiction counselling | * 1. Rapport is established as per counselling code.   2. Contract form is completed as per ethical standards   3. Addiction assessment tools are administered as per the assessment outcome.   4. Assessment outcome is determined as per counselling standards   5. Treatment plan completed as per the client needs.   6. Addiction counselling sessions are conducted as per treatment plan   7. Ongoing reassessment is carried out as per counselling standards   8. Client-counsellor relationship is maintained as per counselling standards   9. Referrals are made as per the assessment outcome. |
| 1. Evaluate addiction counseling | * 1. Addiction counseling services are evaluated as per counseling standards   2. Addiction counseling evaluation report is prepared as per counselling standards.   3. Addiction counseling evaluation records are documented as per counselling standards. |
| 1. Terminate addiction counseling | * 1. Outcome goals are reviewed as per counseling standards   2. Termination is conducted as per the counseling standards.   3. ***Continuum of care*** is determined as per the counseling standards |

**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. Counselling standards include but not limited to: | * 1. Code of ethics: Kenya Counsellors and Psychologist Association KCPA code of ethics (2022)   2. Guidelines that regulate the profession of counselling: Counsellors and Psychologists Act (2014)   3. American Counselling Association ACA   4. British Association of Counsellors and Psychotherapists (BACP)   5. National Campaign Against Drugs and Substance Abuse (NACADA) |
| 4 Client bio-data include but not limited to:  (contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact |
| 3. Assessment tools include but not limited to: | * 1. Diagnostic and Statistical Manual of Mental Disorders (DSM5-TR)   2. Anxiety inventories   3. Suicidal tests   4. Panic tests   5. Behavioral Checklists   6. Michigan Alcoholism Screening Test (MAST)   7. CAGE questionnaire, Drug Abuse Screening Test (DAST)   8. Alcohol, Smoking and Substance Involvement Screening Tests. (ASSIST)   9. Addiction Severity Index (ASI)   10. Washington Alcohol Screening Inventory (WASI)   11. Alcohol Use Disorders Identification Tests (AUDIT) |
| 4. Continuum of care include but not limited to; | * 1. Psycho-education   2. Referral for medical services   4.3 Referral for legal services  4.4 Outreach services  4.5 psychospiritual  4.6 nutritional  4.7 Economic support |

**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:

* Attending
* Communication
* Confrontation
* Empathy
* Genuineness
* Immediacy
* Interpersonal
* Listening
* Minimal prompts
* Negotiation
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Social
* Summarization
* Unconditional positive regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + Competent effective counsellor model
  + Force field analysis
  + Human development
  + Multicultural counselling
  + Psychological testing and assessment
  + Documentation and referral procedures
  + Ethical and legal issues
  + Relationship building
  + Process of counselling
  + Theories of counselling
  + Theories of addiction
  + Group theories
  + Supervision
  + Personal development
  + Contextual issues
  + Psychopharmacology
  + Screening and assessment
  + Classification psychoactive drugs
  + Process of addiction
  + Process of counselling
  + Preventive counselling
  + Addiction theories
  + Types of addictions; Chemical, Behavioural
  + Pharmacology of addictions

**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. Set up counselling room as per the counselling standard   2. Identified Contract form as per ethical standards   3. Identified Addiction ***Assessment tools*** as per counselling standards   4. Identified Treatment plan as per the counselling standards   5. Established Rapport as per counselling code.   6. Completed Contract form as per ethical standards   7. Administered Addiction assessment tools are as per the assessment outcome.   8. Determined Assessment outcome as per counselling standards   9. Completed Treatment plan as per the client needs.   10. Conducted Addiction counsellingg Sessions as per treatment plan   11. Made Addictions referrals as per the assessment outcome.   12. Prepared Addiction counselling evaluation report as per the counselling standards.   13. Documented Addiction counselling evaluation records as per the counselling standards.   14. Conducted Termination as per the counselling standards. |
| 2. 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. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | Competency may be assessed at workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE LOSS, GRIEF AND BEREAVEMENT COUNSELLING**

**UNIT CODE: 0923 551 16A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to provide Loss, grief and bereavement counselling. It entails Prepare to provide Loss, grief and bereavement counselling, carrying out Loss, grief and bereavement counselling, evaluating Loss, grief and bereavement counselling and terminating to provide Loss, grief and bereavement counselling.

**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.Prepare to provide Loss, grief and bereavement counselling | * 1. Counselling room is identified as per the counselling standards   2. Counselling room is set as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling standards   5. Treatment plan form is identified as per the counselling standards   6. Referrals forms are identified as per the counselling standards |

|  |  |
| --- | --- |
| 2. | * 1. Rapport is established as per counselling standards   2. Contract and Intake forms are completed as per the ethical counselling standards   3. Assessment tools are administered as per the counselling standards   4. Assessment outcome is determined as per counselling standards   5. Treatment plan form is completed as per the counselling standards   6. Counselling sessions are conducted as per treatment plans   7. Ongoing reassessment is carried out as per the presenting issues   8. Client-counsellor relationship is maintained as per counselling standards   9. Referrals are made as per the assessment outcome |
| Carry out Loss, grief and bereavement counselling |
| 3. Evaluate Loss, grief and bereavement counselling | 3.1 Counselling session outcomes are evaluated as per counselling outcome.  3.2 Counseling evaluation report is prepared as per the counselling standards.  3.3Counselling evaluation records are documented evaluation report |
| 4. Terminate loss, grief and bereavement counselling | 4.1 Outcome goals are reviewed as per counseling standards  4.2 Termination is conducted as per the counseling standards  4.3 ***Continuum of care*** is determined as per counseling standards |

**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. Counselling standards include but not limited to: | 1.1 Counselling code of ethics:  Kenya Counsellors and Psychologists Association (KCPA) 2022  American Academy of Grief Counselling  (AAGC)  Association of Death Education and Counselling (ADEC)  1.3 Guidelines that regulate the profession of counselling:  Counsellors and Psychologists Act (2014)  Mental Health Act Kenya (2022) |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM)   2. Traumatic Stress Disorder (PTSD) tests   3. International Classification of Diseases-11th edition (ICD-11)   4. Prolonged Grief Disorders Scale   5. Grief Experiences Questionnaire |
| 3.Client bio-data include but not limited to:  (Contract form) | 1. Name 2. Age 3. Education level 4. Occupation 5. Gender 6. Contacts 7. Position of birth 8. Significant contact |
| 4. Continuum of care | * 1. Psycho-education   2. Referral for medical services 4.3Referral for legal services   3. Outreach services   4. Psychospiritual |

**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:

* + - Attending
    - Communication
    - Empathy
    - Genuineness
    - Interpersonal
    - Life skills
    - Listening
    - Minimal prompts
    - Observation
    - Probing
    - Questioning
    - Reflecting
    - Responding
    - Social
    - Unconditional Positive Regard
    - Emotional Intelligence
    - Decision making skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Theories of grief counselling
    - Forcefield analysis
    - Strategies and techniques for grief counselling
    - Practice of grief counselling
    - Psycho-education
    - Ethical and legal issues
    - Referrals
    - Supervision
    - Personal development
    - Grief wheel
    - Crisis management counselling
    - Psychological first Aid
    - Stress and Burnout Management
    - Psychological Debriefing
    - Trauma counselling

**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. Set counselling room as per the counselling standards   2. Identified Contract form as per ethical standards   3. Identified ***Assessment tools*** as per counselling standards   4. Identified Treatment plan form as per the counselling standards   5. Identified Referrals forms as per the counselling standards   6. Established Rapport as per counselling standards   7. Completed Contract and Intake forms as per the ethical counselling standards   8. Conducted Counselling sessions as per treatment plans   9. Prepared Counselling evaluation report as per the counselling standards.   10. Documented Counselling evaluation records as per the evaluation report   11. Conducted Termination as per the counseling standards |
| 2.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. |
| 3.Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | Competency may be assessed at workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

## **CONDUCT RESEARCH IN COUNSELLING**

**UNIT CODE: 0923 541 17A**

**UNIT DESCRIPTION**

This unit specifies the competencies required to conduct research in counselling. It entails preparing to develop a research proposal in counselling, collecting data in counselling, analyzing data research findings and finally disseminate research findings

**ELEMENTS AND PERFORMANCE CRITERIA**

|  |  |
| --- | --- |
| **ELEMENT** | **PERFORMANCE CRITERIA** |
| These describe the  key outcomes which  make up workplace  function. | 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. Develop Research Proposal | * 1. Problem area of interest is identified as per scientific research needs.   2. Relevant authorities approve the identified research topic as per scientific **research standards**   3. Research proposal is developed as per scientific research standard   4. Research proposal is approved by relevant   **research bodies** |
| 2. Conduct Data collection | * 1. Data collection tools are administered as per scientific research standards   2. Data is collected as per the scientific research standard   3. Data is organized as per the scientific research standards |
| 3. Analyze data research findings | * 1. Data is analyzed as per the scientific research standards   2. Research report is developed as per the research plan   3. Research findings are generated as per scientific research standards   4. Analyzed data is coded and presented as per research finding. |
| 4. Disseminate research findings | * 1. Research report is compiled as per the scientific research standards.   2. Research report is shared as per the scientific research standards   3. Research findings are implemented as per the scientific research standards |

**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. **research standards**  includes but not limited to: | 1.1 Kenya Counsellors and Psychologist Association (KCPA) |
| 2. **research bodies** includes but not limited to: | 2.1 African Population and Health Research Centre |

**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:

* Attending
* Communication
* Concreteness
* Confrontation
* Diplomacy
* Empathy
* Genuineness
* Immediacy
* Listening
* Minimal prompts
* Negotiation
* Networking
* Observation
* Prioritizing
* Probing
* Reflecting
* Social
* Social
* Summarization
* Team building
* Unconditional Positive Regard
* Analytic skills
* Decision making skills
* Critical thinking skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* Communication
* Networking
* Digital literacy
* Environmental literacy
* Ethical and legal standards
* Research methodology
* Theories of counselling
* Numeracy skills
* Social statistics

**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 Problem area of interest as per scientific research needs.   2. Developed Research plan as per scientific research standard   3. Identified Data collection tools as per scientific research standards   4. Administered Data collection tools as per scientific research standards   5. Collected Data as per the scientific research standard   6. Completed Analyzed data as per research finding.   7. Compiled Research report as per the scientific research standards. |
| 2. 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.   Resources relevant to the proposed activity or tasks. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   Role plays |
| 4. Context of assessment | Competency may be assessed at workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **PROVIDE MENTAL ILLNESSES CUNSELLING**

**UNIT CODE: 0923 551 18A**

**UNIT DESCRIPTION**

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

**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.Prepare to Provide mental illnesses counselling | * 1. Counselling room/venue is identified as per the **counselling standards**   2. Counselling room/venue is set as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling needs.   5. Treatment plan is identified as per the counselling needs |
| 2.  Prepare to carryout mental illnesses counselling | 2.1 Rapport is established as per ethical  standards  2.2 Contract form is completed as per ethical standards  2.3 Assessment tools are administered as per  the counselling needs  2.4 Assessment outcome is determined as  per counselling standards  2.5 Counselling sessions are conducted as  per treatment plan  2.6 Treatment plan is completed as per the  counselling standards  2.7 Ongoing reassessment is carried out as  per counselling standards  2.8 Client-counsellor relationship is  maintained as per counselling standards  2.9 Referrals are made as per assessment outcome |
|  |
| 3.  Prepare to evaluate mental illnesses counselling | 3.1 Counseling session outcome is determined as per counseling needs.  3.2 Counseling evaluation report is prepared as per counselling outcome.  3.3 Documentation is made as per evaluation report |
| 4.  Terminate to Provide mental illnesses counselling | 4.1 Outcome goals are reviewed as per counseling standards  4.2Termination is conducted as per the counseling standards  4.3 ***Continuum of care*** is determined as per counseling outcome |

**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. Counselling standards include but not limited to: | * 1. Counselling code of ethics: Kenya Counsellors and Psychologist   Association KCPA code of ethics (2022)   * 1. Guidelines that regulate the profession of counselling:   Mental Health Act Kenya  (MHAK) |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM5-TR)   2. Personality tests   3. Pos Traumatic Stress Disorder (PTSD) tests   4. International Classification of Diseases (ICD-11) |
| 3.Client bio-data include but not limited to:  (Contract form) | * 1. Name   2. Age   3. Education level   4. Occupation   5. Gender   6. Contacts   7. Position of birth   8. Significant contact |
| 4. Continuum of care | * 1. Psycho-education   2. Referral for medical services   3. Referral for legal services   4. Outreach services |

**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:

* + - Attending
    - Communication
    - Confrontation
    - Empathy
    - Expression
    - Genuineness
    - Immediacy
    - Listening
    - Minimal prompts
    - Negotiation
    - Networking
    - Non-discriminative
    - Observation
    - Patience
    - Prioritizing
    - Probing
    - Questioning
    - Reflecting
    - Responding
    - Social
    - Summarization
    - Unconditional Positive Regard
    - Challenging skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Special needs and disabilities assessment
    - Relationship building
    - Process of counselling
    - Theories of counselling
    - Conjoint counselling
    - Special needs common conditions and counselling
    - Disability counselling
    - Geriatric counselling
    - Minority groups counselling
    - Human development
    - Multicultural counselling
    - Ethical and legal issues
    - Group theories
    - Psycho-education
    - Supervision
    - Personal development
    - Contextual issues in special needs and disabilities
    - Childhood and adolescence disorders
    - Learning disorders
    - Stress management
    - Crisis and trauma management
    - Conflict and conflict resolution
    - Loss and grief

**EVIDENCE GUIDE**

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

|  |  |
| --- | --- |
| Critical aspects of competency | Assessment requires evidence that the candidate:   * 1. Set counselling room/venue as per the counselling standards   2. Identified Contract form as per ethical standards   3. Identified ***Assessment tools*** as per counselling needs   4. Identified Treatment plan as per the counselling standards.   5. Established Rapport as per counselling standards   6. Completed Contract form as per ethical standards   7. Administered Assessment tools as per the counselling standards   8. Conducted Counselling sessions as per treatment plans   9. Completed Treatment plan as per the counselling standards   10. Made Referrals as per the assessment outcome   11. Prepared Counselling evaluation report as per the counselling outcome.   12. Made Documentation as per the evaluation report   13. Conducted Termination as per the counselling standards |

|  |  |
| --- | --- |
| 2. 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. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Case studies   5. Audio-visual reviews   6. Role plays |
| 4. Context of assessment | Competency may be assessed on the workplace or simulated workplace |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended |

## **PROVIDE CRISIS AND TRAUMA COUNSELLING**

**UNIT CODE: 0923 551 19A**

**UNIT DESCRIPTION**

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

**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.  Prepare to Provide Crisis and trauma Counselling | * 1. Counselling room is identified as per the counselling standards   2. Counselling room is set as per the counselling standards   3. Contract form is identified as per ethical standards   4. ***Assessment tools*** are identified as per counselling standards   5. Treatment plan form is identified as per   the counselling standards |
| 2.  Carry out Crisis and trauma Counselling | * 1. Rapport is established as per counselling standards   2. Contract and Intake forms are completed as per the ethical counselling standards   3. Assessment tools are administered as per the counselling standards   4. Assessment outcome is determined as per counselling standards   5. Treatment plan form is completed as per the counselling standards   6. Counselling sessions are conducted as per treatment plans   7. Ongoing reassessment is carried out as per the presenting issues   8. Client-counsellor relationship is maintained as per counselling standards   9. Referrals are made as per the assessment outcome |
| 3.  Evaluate Crisis and trauma Counselling | * 1. Counseling session outcome is evaluated as per counseling goals   2. Counseling evaluation report is prepared as per the counselling standards.   3. Evaluation records are documented as per the evaluation report |
| 4.  Terminate Crisis and trauma Counselling | * 1. Outcome goals are reviewed as per counseling standards   2. Termination is initiated as per the counseling standards   3. ***Continuum of care*** is determined as per the counseling standards |

**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. Counselling standards include but not limited to: | * 1. Counselling code of ethics:   Kenya Counsellors and Psychologists Association (KCPA) 2022   * 1. Guidelines that regulate the profession of counselling:   Counsellors and Psychologists Act (2014)  Mental Health Act Kenya (2022) |
| 2. Assessment tools include but not limited to: | * 1. Diagnostic Statistical Manual (DSM5-TR)   2. International Classification of Diseases (ICD-11)   3. Personality tests   4. Post-Traumatic Stress Disorder (PTSD) tests   5. Crisis Assessment Tools (CAT) |
| 3.Client bio-data include but not limited to:  (Contract form) | * 1. Name   3.2Age   * 1. 3.3 Education level   2. 3.4 Occupation   3. 3.5 Gender   4. 3.6 Contacts   5. 3,7Position of birth   6. Significant contact |
| 4. Continuum of care | 4.1 Psycho-education 4.2Referral for medical services 4.3Referral for legal services   * 1. Outreach services   2. Psychospiritual |

**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:

* + - Attending
    - Communication
    - Decision making
    - Guiding
    - Immediacy
    - Interpersonal
    - Life skills
    - Listening
    - Observation
    - Paraphrasing
    - Probing
    - Questioning
    - Reflection of feelings
    - Responding
    - Structuring
    - Summarizing
    - Concreteness
    - Immediacy
    - Life skills
    - Challenging skills

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + - Theories of counselling
    - Theories of crisis and trauma counselling
    - Practices of crisis and trauma
    - Psychological debriefing
    - Psychological first Aid
    - Psychological testing and assessment
    - Group theories
    - Coaching
    - Ethical and legal issues
    - Psycho-education
    - Supervision
    - Human growth and development
    - Forcefield analysis

**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. Set counselling room as per the counselling standards   2. Identified contract form as per ethical standards   3. Identified crisis and trauma ***Assessment tools*** as per counselling standards   4. Identified Treatment plan form as per the counselling standards   5. Established rapport is as per counselling standards   6. Completed contract and Intake forms as per the ethical counselling standards   7. Completed Treatment plan form as per the counselling standards   8. Conducted counselling sessions as per treatment plans   9. Prepared counseling evaluation report as per the counselling standards.   10. Documented Evaluation records as per the evaluation report   11. Conducted Termination as per the counseling standards |
| 2. 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. |
| 2.3 Resources relevant to the proposed  activity or tasks. |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 4. Context of assessment | Competency may be assessed on or off the job in a closely simulated environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

## **MANAGE COUNSELLING SERVICES**

**UNIT CODE:0923 551 20A**

**UNIT DESCRIPTION**

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

**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.  Prepare to provide managerial functions in counselling | * 1. ***Legal documents*** are identified as per the counselling standards   2. ***Resources*** are availed as per the counselling standards   3. Service charter is developed as per ***counselling standards***   4. Standard Operating Procedures are identified   as per the organizational needs  1.6 Monitoring and evaluation tools are identified as per organization standards |
| 2.  Carry out  management functions in counselling | * 1. Legal documents are operationalized as per counselling standard   2. ***Management functions*** are conducted as per the organizational standards   3. Duties are assigned as per organization’s policy   2.4 Supervision is carried out as per organizational policies |
| 3.  Evaluate counselling services | * 1. Monitoring and evaluation tools are administered as per the organization standards   2. Data analysis is carried out as per organization standards   3. Report is developed and shared as per organization standard   4. Documentation is carried out as per the organization standards |

**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.counseling standards | * 1. Counselling code of ethics: Kenya Counsellors and Psychologist   Association KCPA code of ethics (2022)   * 1. Guidelines that regulate the profession of counselling: Occupational Safety and Health Act   (OSHA) |
| 2. Legal documents | * 1. Counsellors and psychologist Act 2014   2. Ethical codes   3. Education Act   4. Lease Agreement   5. Data protection Act |
| 3. Management functions | * 1. Controlling   2. Organizing   3. Staffing   4. Coordinating   5. Planning   6. Delegation   7. Leading   8. Supervision |
| 4. Resources | * 1. Human resource   2. Counselling tools   3. Materials and suppliess   4. Counselling venue |

**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:

* + Attending
  + Communication
  + Decision making skills
  + Empathy
  + Genuineness
  + Life skills
  + Listening
  + Non-discriminative
  + Observation
  + Patience
  + Probing
  + Questioning
  + Reflecting
  + Responding
  + Social
  + Unconditional Positive Regard

**Required Knowledge**

The individual needs to demonstrate knowledge of:

* + Employee assessment
  + Relationship building
  + Process of counselling
  + Theories of counselling
  + Employee Assistance Program (EAP)
  + Induction
  + Team building
  + Career development
  + Mentorship
  + Coaching
  + Stress and burnout management
  + Psychological debriefing
  + Life skills
  + Contextual issues
  + Facilitation skills
  + Ethical and legal standards
  + Psycho-education
  + Supervision
  + Personal development
  + Etiquette
  + Customer care
  + Public Relations
  + Organizational Psychology
  + Inclusivity

**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 ***Legal documents*** as per the counselling standards   2. Availed ***Resources*** as per the counselling standards   3. Developed Service charter as per counselling standards   4. Identified Standard Operating Procedures as per the organizational needs   5. Identified Monitoring and evaluation tools as per the organization standards   6. Conducted ***Management functions*** as per the organizational standards   7. Administered Monitoring and evaluation tools as per the organization standards   8. Carried out Data analysis as per the organization standards   9. Completed Report as per the organization   10. Carried out Documentation as per the organization standards |
| 2. Resource implications | The following resources must be provided:   * 1. Assessment tools   2. Counselling tools   3. Materials and supplies   4. Counselling venue |
| 3. Methods of assessment | Competency may be assessed through:   * 1. Observation   2. Oral questioning   3. Written tests   4. Audio-visual reviews   5. Role plays   6. Case studies |
| 4. Context of assessment | Competency may be assessed on or off the job in a closely simulated environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |