



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**COMMUNITY HEALTH ASSISTANT**

**LEVEL 5**



**TVET CDACC**  
**P.O. BOX 15745-00100**  
**NAIROBI**

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## **FOREWORD**

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, Vision 2030 and sustainable development goals.

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for Community Health. These Occupational Standards will also be the bases for assessment of an individual for competence certification.

It is my conviction that these Occupational Standards will play a great role towards development of competent human resource for health sector's growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING  
MINISTRY OF EDUCATION**

## **PREFACE**

Kenya Vision 2030 aims to transform the country into a newly industrializing, “middle-income country providing a 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 attitudes 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 Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Community Health Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Assistant Community Health Officer. These standards will be the bases for development of competency-based curriculum for Community Health.

The occupational standards are designed and organized with clear performance criteria for each element of a unit of competency. These standards also outline the required knowledge and skills as well as evidence guide.

I am grateful to the Council Members, Council Secretariat, Community Health SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.  
CHAIRMAN, TVET CDACC**

## **ACKNOWLEDGMENT**

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am thankful to the management of these organizations for allowing their staff to participate in this course. I wish to acknowledge the invaluable contribution of industry players who provided inputs towards the development of these Standards.

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to Community Health Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

I acknowledge all other institutions which in one way or another contributed to the development of these Standards.

**CHAIRMAN**

**COMMUNITY HEALTH SECTOR SKILLS ADVISORY COMMITTEE**

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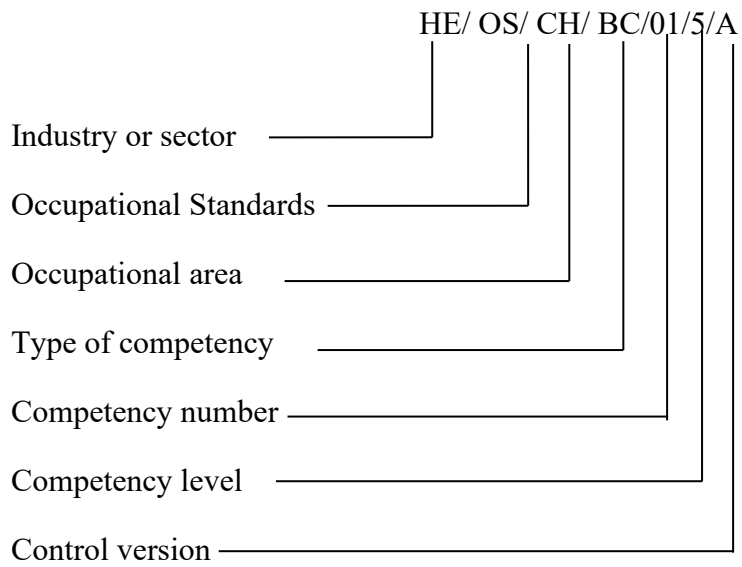
## ACRYNOMYS

ACSM	Advocacy, Communication and Social Mobilization
ARV	Antiretroviral
BC	Basic Competency
BRFSS	Behavioural Risk Factor Surveillance Systems
CBET	Competency-Based Education and Training
CC	Common Competency
CDACC	Curriculum Development, Assessment and Certification Council
CH	Community Health
CHAs	Community Health Assistants
CHC	Community Health Committee
CHIS	Community Health Information Systems
CHNA	Community Health Needs Assessment
CHOs	Community Health Officers
CHV	Community Health Volunteers
cMPDSR	Community Maternal and perinatal death surveillance and response
CR	Core Competency
DDT	Dichloro-Diphenyl-Trichloroethane
ELISA	Enzyme-Linked Immunosorbent Assay
EMCA	Environmental Management Co-ordination Act
EMS	Environmental Management Systems
ENT	Ear, Nose and Throat
HE	Health
HIV	Human Immunodeficiency Virus
ICCM	Integrated Community Case Management
ICT	Information communication technology
IDSR	Integrated Disease Surveillance and Response
KHIS	Kenya Health Information System



KMHFL	Kenya Master Health Facility Listing
LLITNs	Long-Lasting Insecticide Treated Nets
LSD	Lysergic Acid Diethylamide
MCH	Maternal and Child Health
MCUL	Master Community Unit Listing
MHPSS	Mental Health and Psycho-social Support
MOH	Ministry of Health
NEMA	National Environment Management Authority
ORS	Oral Rehydration Salts
OS	Occupational Standards
OSH	Occupational Safety and Health
PHOs	Public Health Officers
PMTCT	Prevention of Mother-To-Child Transmission
PRC	Post Rape Care
RDQA	Routine Data Quality Audit
RDT	Rapid Diagnostic Tests
SA	Summary Assessment
SGBV	Sexual Gender Based Violence
SOPs	Standard Operating Procedures
STI's	Sexually Transmitted Diseases
TB	Tuberculosis
TVET	Technical and Vocational Education and Training
UHC	Universal Health Coverage
UTI's	Urinary Tract Infections
WASH	Water sanitation and hygiene
WIT	Work Improvement Team
A	Control Version

## KEY TO UNIT CODE



## COURSE OVERVIEW

Assistant Community Health Officer Certificate level 5 qualification consists of competencies that a person must achieve to enable him/her to effectively discharge community health works and contributes towards meeting health needs and requirements.

The units of competency leading to Assistant Community Health Officer Certificate level 5 qualification include the following seven basic, five common and eight core competencies:

### BASIC UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/BC/01/5/A	Demonstrate communication skills
HE/OS/CH/BC/02/5/A	Demonstrate numeracy skills
HE/OS/CH/BC/03/5/A	Demonstrate digital literacy
HE/OS/CH/BC/04/5/A	Demonstrate entrepreneurial skills
HE/OS/CH/BC/05/5/A	Demonstrate employability skills
HE/OS/CH/BC/06/5/A	Demonstrate environmental literacy
HE/OS/CH/BC/07/5/A	Demonstrate occupational safety and health practices

### COMMON UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CC/01/5/A	Apply nutrition in community health
HE/OS/CH/CC/02/5/A	Apply epidemiology in community health works
HE/OS/CH/CC/03/5/A	Apply Human anatomy and physiology
HE/OS/CH/CC/04/5/A	Apply basic microbiology and parasitology

### CORE UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CR/01/5/A	Monitor community health care
HE/OS/CH/CR/02/5/A	Conduct community-based health care
HE/OS/CH/CR/03/5/A	Maintain community health information systems
HE/OS/CH/CR/04/5/A	Conduct community health linkages
HE/OS/CH/CR/05/6/A	Conduct community healthy service strategies
HE/OS/CH/CR/06/6/A	Monitor gender, orphans and vulnerable groups

## **BASIC UNITS OF COMPETENCY**

## DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** HE/OS/CH/BC/01/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to use specialized communication skills to meet specific needs of internal and external clients, conduct interviews, facilitate discussion with groups and contribute to the development of communication strategies.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Meet communication needs of clients and colleagues	1 .1 Specific communication needs of clients and colleagues are identified and met 1 .2 Different approaches are used to meet communication needs of clients and colleagues 1 .3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching ineffective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives
3. Conduct interviews	3.1 A range of appropriate communication strategies are employed in <i><b>interview situations</b></i> 3.2 Records of interviews are made and maintained in accordance with organizational procedures

	3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated
4. Facilitate group discussions	5.1 Mechanisms which enhance effective group interaction is defined and implemented 5.2 Strategies which encourage all group members to participate are used routinely 5.3 Objectives and agenda for meetings and discussions are routinely set and followed 5.4 Relevant information is provided to group to facilitate outcomes 5.5 Evaluation of group communication strategies is undertaken to promote participation of all parties 5.6 Specific communication needs of individuals are identified and addressed
5. Represent the organization	5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization 5.2 Presentation is clear and sequential and delivered within a predetermined time 5.3 Utilize appropriate media to enhance presentation 5.4 Differences in views are respected 5.5 Written communication is consistent with organizational standards 5.6 Inquiries are responded in a manner consistent with organizational standard

## 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
<b><i>Communication strategies</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Language switch</li> <li>• Comprehension check</li> <li>• Repetition</li> <li>• Asking confirmation</li> <li>• Paraphrase</li> <li>• Clarification request</li> <li>• Translation</li> </ul>

	<ul style="list-style-type: none"> <li>• Restructuring</li> <li>• Approximation</li> <li>• Generalization</li> </ul>
<b><i>Effective group interaction</i></b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a non-judgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> <li>• Openness and flexibility in communication</li> </ul>
<b><i>Situations</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• Eliciting facts and information</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> <li>• Diffusing potentially difficult situations</li> </ul>

## 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:

- Effective communication process
- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Communication process

- Dynamics of groups and different styles of group leadership
- Communication skills relevant to client groups
- Flexibility in communication
- Communication skills relevant to client groups

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Met communication needs of clients and colleagues 1.2 Contributed to the development of communication strategies 1.3 Conducted interviews 1.4 Facilitated group discussions 1.5 Represented the organization
2. Resource Implications	The following resources should be provided: 4. 1 Access to relevant workplace or appropriately simulated environment where assessment can take place 4. 2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Direct Observation/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## DEMONSTRATE NUMERACY SKILLS

**UNIT CODE:** HE/OS/CH/BC/02/5/A

### UNIT DESCRIPTION

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Calculate with whole numbers and familiar fractions, decimals and percentages for work; Estimate, measure, and calculate with routine metric measurements for work; Use routine maps and plans for work; Interpret, draw and construct 2D and 3D shapes for work; Interpret routine tables, graphs and charts for work; Collect data and construct routine tables and graphs for work; and Use basic functions of calculator

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended 1.3 Calculations which may involve a number of steps are perform 1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages 1.5 Conversion between equivalent forms of fractions, decimals and percentages is done 1.6 Order of operations is applied to solve multi-step calculations 1.7 Problem solving strategies are appropriately applied 1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task 1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task

<p>2. Estimate, measure, and calculate with routine metric measurements for work</p>	<p>2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units</p> <p>2.4 Estimations and calculations done using routine measurements</p> <p>2.5 Conversions performed between routinely used metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task</p>
<p>3. Use routine maps and plans for work</p>	<p>3.1 Features are identified in routine maps and plans</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained</p> <p>3.3 Orientation of map to North is identified and interpreted</p> <p>3.4 Understanding of direction and location is clearly demonstrated</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object</p> <p>3.6 Directions are given and received using both formal and informal language</p>
<p>4. Interpret, draw and construct 2D and 3D shapes for work</p>	<p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations</p> <p>4.2 The use and application of shapes elaborately explained</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two dimensional shapes and routine three dimensional shapes</p> <p>4.4 Common angles identified</p>

	<p>4.5 Common angles in everyday objects are appropriately estimated</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes</p> <p>4.8 Routine three dimensional objects constructed from given nets</p>
5. Interpret routine tables, graphs and charts for work	<p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts</p> <p>5.2 common types of graphs and their different uses identified</p> <p>5.3 features of tables, graphs and charts identified</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted</p> <p>5.5 Calculations are perform to interpret information</p> <p>5.6 How statistics can inform and persuade interpretations is explained</p> <p>5.7 misleading statistical information is identified</p> <p>5.8 Information relevant to the workplace is discussed</p>
6. Collect data and construct routine tables and graphs for work	<p>6.1 Features of common tables and graphs identified</p> <p>6.2 uses of <b>different tables and graphs</b> identified</p> <p>6.3 Data and variables to be collected are determined</p> <p>6.4 The audience is determined</p> <p>6.5 Method of data collection is select</p> <p>6.6 Data is collected</p> <p>6.7 Information is collated in a table</p> <p>6.8 Suitable scale and axes determined</p> <p>6.9 Graph to present information is drafted and drawn</p> <p>6.10 Data checked to ensure that it meets the expected results and context</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language</p>
7. Use basic functions of calculator	<p>7.1 Keys are identified and used for <b>basic functions on a calculator</b></p> <p>7.2 Calculation done using whole numbers, money and routine decimals and percentages</p> <p>7.3 Calculation done with routine fractions and percentages</p>

	<p>7.4 Order of operations is applied to solve multi-step calculations</p> <p>7.5 Results are interpreted, displayed and recorded</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task</p>
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## 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. Simple fractions, decimals and percentages	<p>May include but not limited to:</p> <p>1.1 Fraction</p> <p>1.2 Decimals</p> <p>1.3 Percentages</p>
2. Common 2D shapes and common 3D shapes	<p>May include but not limited to:</p> <p>2.1 Round</p> <p>2.2 Square</p> <p>2.3 Rectangular</p> <p>2.4 Triangle</p> <p>2.5 Sphere</p> <p>2.6 Cylinder</p> <p>2.7 Cube</p> <p>2.8 Polygons</p> <p>2.9 Cuboids</p>
3. Symbols and keys in routine maps and plans	<p>May include but not limited to:</p> <p>3.1 Charts</p> <p>3.2 Maps</p> <p>3.3 Graphs</p>
4. Use basic functions of calculator	<p>May include but not limited to:</p> <p>4.1 Addition</p> <p>4.2 Multiplication</p> <p>4.3 Calculate ratios</p>

	4.4 Conversion of ratios into percentages
5. Routine tables, graphs and charts for work	<p>May include but not limited to:</p> <p>5.1 Bar Graphs</p> <p>5.2 Flow Charts</p> <p>5.3 Pie Charts</p> <p>5.4 Pictograph</p> <p>5.5 Line Graphs</p> <p>5.6 Time Series Graphs</p> <p>5.7 Stem and Leaf Plot</p> <p>5.8 Histogram</p> <p>5.9 Dot Plot</p> <p>5.10 Scatter plot</p>

## 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:

- Applying Fundamental operations (addition, subtraction, division, multiplication)
- Using calculator
- Using different measuring tools

### Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume
- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages</li> <li>1.2 Estimated, measured and calculated with routine metric measurements</li> <li>1.3 Applied simple scale to estimate length of objects or distance to location or object</li> <li>1.4 Used formal and informal mathematical language to describe and compare common angles</li> <li>1.5 Used common geometric instruments to draw two dimensional shapes</li> <li>1.6 Collected data and constructed routine tables and graphs</li> <li>1.7 Used basic functions of calculator correctly</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1 Calculator</li> <li>2.2 Basic measuring instruments</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Interview/Oral Questioning</li> <li>3.3 Demonstration</li> </ul>
4. Context of Assessment	Competency may be assessed in an off the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE DIGITAL LITERACY

**UNIT CODE:**HE/OS/CH/BC/03/5/A

### UNIT DESCRIPTION

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

### 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.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify appropriate computer software and hardware	1.1 Concepts of ICT are determined in accordance with computer equipment 1.2 Classifications of computers are determined in accordance with manufacturers specification 1.3 <i><b>Appropriate computer software</b></i> is identified according to manufacturer's specification 1.4 <i><b>Appropriate computer hardware</b></i> is identified according to manufacturer's specification 1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification
2. Apply security measures to data, hardware, software in automated environment	2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the prevailing technology 2.2 <i><b>Security threats</b></i> are identified, <i><b>and control measures</b></i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT

<p>3. Apply computer software in solving tasks</p>	<p>3.1 <b>Word processing concepts</b> are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 <b>Word processing utilities</b> are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work procedures</p> <p>3.4 Worksheet is build and data manipulated in the worksheet in accordance with workplace procedures</p> <p>3.5 Continuous data manipulated on worksheet is undertaken in accordance with work requirements</p> <p>3.6 Database design and manipulation is undertaken in accordance with office procedures</p> <p>3.7 Data sorting, indexing, storage, retrieval and security is provided in accordance with workplace procedures</p>
<p>4. Apply internet and email in communication at workplace</p>	<p>4.1 Electronic mail addresses are opened and applied in workplace communication in accordance with office policy</p> <p>4.2 Office internet functions are defined and executed in accordance with office procedures</p> <p>4.3 <b>Network configuration</b> is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
<p>5. Apply desktop publishing in official assignments</p>	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>
<p>6. Prepare presentation packages</p>	<p>6.1 Types of presentation packages are identified in accordance with office requirements</p> <p>6.2 Slides are created and formulated in accordance with workplace procedures</p> <p>6.3 Slides are edited and run in accordance with work procedures</p> <p>6.4 Slides and handouts are printed according to work requirements</p>



## 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
<i>Appropriate computer software</i> may include but not limited to:	A collection of instructions or computer tools that enable the user to interact with a <i>computer</i> , its hardware, or perform tasks.
<i>Appropriate computer hardware</i> may include but not limited to:	Collection of physical parts of a computer system such as; <ul style="list-style-type: none"><li>• Computer case, monitor, keyboard, and mouse</li><li>• All the parts inside the computer case, such as the hard disk drive, motherboard and video card</li></ul>
<i>Data security and privacy</i> may include but not limited to:	<ul style="list-style-type: none"><li>• Confidentiality of data</li><li>• Cloud computing</li><li>• Integrity -but-curious data surfing</li></ul>
<i>Security and control measures</i> may include but not limited to:	<ul style="list-style-type: none"><li>• Counter measures against cyber terrorism</li><li>• Risk reduction</li><li>• Cyber threat issues</li><li>• Risk management</li><li>• Pass wording</li></ul>
<i>Security threats</i> may include but not limited to:	<ul style="list-style-type: none"><li>• Cyber terrorism</li><li>• Hacking</li></ul>
<i>Word processing concepts</i> may include but not limited to:	Using a special program to create, edit and print documents
<i>Network configuration</i> may include but not limited to:	Organizing and maintaining information on the components of a computer network

## 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 skills
- Interpretation

- Typing
- Communication
- Computing (applying fundamental operations such as addition, subtraction, division and multiplication)
- Using calculator
- Basic ICT skills

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
  - ✓ Functions and concepts of word processing.
  - ✓ Documents and tables creation and manipulations
  - ✓ Mail merging
  - ✓ Word processing utilities
- Spread sheets;
  - ✓ Meaning, formulae, function and charts, uses and layout
  - ✓ Data formulation, manipulation and application to cells
  - ✓
- Database;
  - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
  - ✓ Designing and developing desktop publishing tools
  - ✓ Manipulation of desktop publishing tools
  - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
  - ✓ Types of presentation Packages
  - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;

- ✓ Computer networking and internet.
- ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
  - ✓ Identify and integrate emerging trends and issues in ICT
  - ✓ Challenges posed by emerging trends and 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: <ul style="list-style-type: none"> <li>1.1 Identified and controlled security threats</li> <li>1.2 Detected and protected computer crimes</li> <li>1.3 Applied word processing in office tasks</li> <li>1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures</li> <li>1.5 Opened electronic mail for office communication as per workplace procedure</li> <li>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</li> <li>1.7 Integrated emerging issues in computer ICT applications</li> <li>1.8 Applied laws governing protection of ICT</li> </ul>
2. Resource Implications	<ul style="list-style-type: none"> <li>2.1 Tablets</li> <li>2.2 Laptops</li> <li>2.3 Desktop computers</li> <li>2.4 Calculators</li> <li>2.5 Internet</li> <li>2.6 Smart phones</li> <li>2.7 Operation Manuals</li> </ul>
3. Methods of Assessment	Competency may be assessed through: <ul style="list-style-type: none"> <li>3.1 Written Test</li> <li>3.2 Demonstration</li> <li>3.3 Practical assignment</li> <li>3.4 Interview/Oral Questioning</li> <li>3.5 Demonstration</li> </ul>
4. Context of Assessment	Competency may be assessed in an off and on the job setting

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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## DEMONSTRATE ENTREPRENEURIAL SKILLS

**UNIT CODE :** HE/OS/CH/BC/04/5/A

### UNIT DESCRIPTION

This unit covers the outcomes required to build and develop the enterprise to be more competitive within a changing business environment, specifically responding to consumer demands while maintaining product quality and accessibility, building a customer base and employee motivation.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Develop business Innovative strategies	<ul style="list-style-type: none"><li>1.1 Business innovation strategies are determined in accordance with the organization strategies</li><li>1.2 Business innovative strategies are implemented for the purpose of business growth</li><li>1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting <i>strategic directions</i>.</li><li>1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions</li><li>1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information</li><li>1.6 <i>Business/corporate plan</i> is developed that sets out tactics, resource implications, timeframes, production and sales target</li></ul>
2. Develop new products/markets	<ul style="list-style-type: none"><li>2.1 Alternative product/service offerings are canvassed and studied for feasibility</li><li>2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.</li><li>2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</li></ul>

3. Expand customers and product lines	<p>3.1 Enterprise is built up and sustained through responsiveness to market demands and the regulatory environment.</p> <p>3.2 Competitive advantage of existing products and services is maintained/enhanced through responsive advocacies and strategies.</p> <p>3.3 Constant listening to stakeholder/client feedback is ensured to maintain loyal client base.</p>
4. Motivate staff/workers	<p>4.1 Regular dialogue is established and maintained in all levels and relevant sections of the enterprise</p> <p>4.2 Flow of communications in both directions is encouraged</p> <p>4.3 Helpful mechanisms and benefits are implemented</p> <p>4.4 Issues/problems are proactively resolved through win-win solutions wherever practicable</p>
5. Expand employed capital base	<p>5.1 Capital employed in business is continuously reviewed as per the strategic plan</p> <p>5.2 Business share holdings are reviewed in accordance with the type of business</p> <p>5.3 Capital employed is expanded according to organization procedures</p> <p>5.3 Types of shares are determined according to strategic plan</p> <p>5.4 Shares diversification process is undertaken as per office procedures</p> <p>5.5 Role of shareholders is determined and implemented in accordance organization procedures</p>
6. Undertake county/regional business expansion	<p>6.1 Regions for expansion are continuously reviewed in accordance with strategic plan and company's expansion plan</p> <p>6.2 County business regulations are reviewed and adhered to in accordance with set procedures</p> <p>6.3 Regional laws and regulations are adhered to in accordance with set procedures</p> <p>6.4 County/regional business expansion is undertaken in accordance with organization's growth/ expansion plan</p>

## **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.

<b>Variable</b>	<b>Range</b>
1. Strategic directions include but not limited to:	1.1 Business continuity and succession 1.2 Resource access security 1.3 Core competencies development 1.4 New developments e.g. technological change, new products
2. Business/Corporate plan include but not limited to:	2.1 Action steps and responsibilities of departments and individual workers 2.2 Resource requirements and budget 2.3 Tactics and strategies to achieve objectives
3. Helpful mechanisms include but not limited to:	3.1 Wage and non-wage benefits 3.2 Employee awards and recognition systems 3.3 Employee rights and welfare policies 3.4 Full-disclosure/transparency policies

## **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:

- Assessing a range of alternative products and strategies
- Critically analyzing information, summarizing and making sense of previous and current market trends
- Identifying changing consumer preferences and demographics
- Thinking “outside the box”
- Ensuring quality consistency
- Reducing lead time to product/service delivery
- Managing operations/ production
- Using formal problem-solving procedures, e. g., root-cause analysis, six sigmas
- Communication skills
- Applying motivational principles, e. g., positive stroking, behavior modification
- Assessing range of alternatives rather than choosing the easiest option
- Achieving ownership and credibility for the enterprise vision

- Critically analyzing information, summarizing and making sense of previous and current market trends
- Developing solutions and practical strategies which are “outside the box”

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Public-relations strategies
- Basic cost-benefit analysis
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Employee assistance
- Government and regulatory processes
- Local and international market trends
- Product promotion strategies
- Mechanisms in the enterprise
- Market and feasibility studies
- Local and global supply chains Business models and strategies
- Government and regulatory processes
- Local and international business environment
- Concepts of change management
- Relevant developments in other industries
- Capital employed
- Regional/ County business expansion
- Innovation in business

### **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	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements</p>
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	1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise 1.3 Demonstrated ability to manage/operate a micro/small-scale business 1.4 Demonstrated basic marketing skills
2. Resource Implications	The following resources should be provided: 2.1 Interview guide for entrepreneurs 2.2 Enterprise workers and third parties 2.3 Materials and location relevant to the proposed activity and tasks
3. Methods of Assessment	3.1 Case problems 3.2 Interview 3.3 Portfolio 3.4 Third part reports
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** HE/OS/CH/BC/05/5/A

### UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading small teams, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and workplace ethics.

### 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.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotions are managed as per workplace requirements 1.3 Individual performance is evaluated and monitored according to the agreed targets. 1.4 Assertiveness is developed and maintained based on the requirements of the job. 1.5 Accountability and responsibility for own actions are demonstrated. 1.6 Self-esteem and a positive self-image are developed and maintained. 1.7 Time management, attendance and punctuality are observed as per the organization policy. 1.8 Goals are managed as per the organization's objective 1.9 Self-strengths and weaknesses are identified as per <i><b>personal objectives</b></i> 1.10 Critics are managed as per personal objectives
2. Demonstrate interpersonal communication	2.1 Listening and understanding is demonstrated as per communication policy

	<p>2.2 Writing to the needs of the audience is demonstrated as per communication policy</p> <p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Empathising is demonstrated as per the communication policy</p> <p>2.5 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.6 Persuasion is demonstrated as per the communication policy</p> <p>2.7 Communication networks are established as per the SOPs</p> <p>2.8 Information is shared as per communication structure</p>
3. Demonstrate critical safe work habits	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Work priorities are set in accordance to workplace procedures.</p> <p>3.5 Leisure time is recognized in line with organization policy.</p> <p>3.6 Abstinence from <b>drug and substance abuse</b> is observed as per workplace policy.</p> <p>3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.9 <b>Emerging issues</b> are dealt with in accordance with organization policy.</p>
4. Lead small teams	<p>4.1 Performance expectations for the <b>team</b> are set as per the organization objectives</p> <p>4.2 Tasks are assigned in accordance with the organization policy.</p> <p>4.3 Team performance indicators are identified according to set rules and regulations.</p> <p>4.4 <b>Forms of communication</b> in a team are established according to office policy.</p>

	<p>4.5 Communication is carried out as per workplace place policy and requirements of the job.</p> <p>4.6 <b>Feedback</b> on performance is collected and analyzed based on established team learning process</p> <p>4.7 <b>Gender mainstreaming</b> is undertaken in accordance with set regulations.</p>
5. Plan and organize work	<p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS ), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p>
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and availed based on job requirements.</p> <p>6.3 Licensees and certifications relevant to job and career are obtained and renewed.</p> <p>6.4 <b>Personal growth</b> is pursued towards improving the qualifications set for the profession.</p> <p>6.5 Work priorities are identified based on requirement of the job and workplace policy.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 <b>Range of media for learning</b> are identified as per the training need</p>

	<p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.10 Awareness of personal role in workplace <i>innovation</i> is demonstrated.</p>
8. Demonstrate problem solving skills	<p>8.1 Problems are identified as per the context of data and circumstances</p> <p>8.2 Problem solutions are sought based on the problem</p> <p>8.3 Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.4 Team problems are solved as per the workplace guidelines</p> <p>8.5 Problem solving strategies are applied as per the workplace guidelines</p>
9. Demonstrate workplace ethics	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</p>

## 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.

Range	Variable
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<b><i>Drug and substance abuse</i></b> include but not limited to:	Commonly abused <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
<b><i>Feedback</i></b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>
<b><i>Relationships</i></b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
<b><i>Forms of communication</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> <li>• Formal and informal</li> </ul>
<b><i>Team</i></b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
<b><i>Personal growth</i></b> includes but not limited to:	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
<b><i>Personal objectives</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> </ul>

	<ul style="list-style-type: none"> <li>• Specific</li> </ul>
<b><i>Trainings and career opportunities</i></b> includes but not limited to	<ul style="list-style-type: none"> <li>• Participation in training programs <ul style="list-style-type: none"> <li>○ Technical</li> <li>○ Supervisory</li> <li>○ Managerial</li> <li>○ Continuing Education</li> </ul> </li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
<b><i>Resource</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology <ul style="list-style-type: none"> <li>○ Hardware</li> <li>○ Software</li> </ul> </li> </ul>
<b><i>Innovation</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Original ideas</li> <li>• Different ideas</li> <li>• Methods/procedures</li> <li>• Processes</li> <li>• New tools</li> </ul>
<b><i>Emerging issues</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Social media</li> <li>• National cohesion</li> <li>• Open offices</li> </ul>
<b><i>Range of media for learning</i></b> include but not limited to:	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• peer support and networking</li> <li>• IT and courses</li> </ul>

## 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:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management

- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS



- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
  - Social media
  - Terrorism
  - National cohesion

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Conducted self-management</li> <li>1.2 Demonstrated interpersonal communication</li> <li>1.3 Demonstrated critical safe work habits</li> <li>1.4 Led small teams</li> <li>1.5 Planned and organized work</li> <li>1.6 Maintained professional growth and development</li> <li>1.7 Demonstrated workplace learning</li> <li>1.8 Demonstrated problem solving skills</li> <li>1.9 Demonstrated workplace ethics</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Case studies/scenarios</li> </ul>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>• Oral Interview</li> <li>• Observation</li> <li>• Third Party Reports</li> <li>• Written</li> </ul>
4. Context of Assessment	<ul style="list-style-type: none"> <li>4.1 Competency may be assessed in workplace or in a simulated workplace setting</li> </ul>

	4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## DEMONSTRATE ENVIRONMENTAL LITERACY

**UNIT CODE:** HE/OS/CH/BC/06/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to follow procedures for environmental hazard control, follow procedures for environmental pollution control, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, develop and adhere to environmental protection principles/strategies/guidelines.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Control environmental hazard	1.1 <i><b>Storage methods</b></i> for environmentally <i><b>hazardous</b></i> materials are strictly followed according to environmental regulations and OSHS. 1.2 <i><b>Disposal methods</b></i> of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 <i><b>PPE</b></i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i><b>control measures</b></i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i><b>noise pollution</b></i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency <i><b>systems and procedures</b></i> are collected and provided to the work group where appropriate.

	<p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental <b>legislations/conventions</b> and local ordinances are identified according to the different <b>environmental aspects/impact</b></p> <p>5.2 <b>Industrial standard/environmental practices</b> are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and evaluated according to the objectives of the environmental Program</p> <p>7.2 Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to concerned/proper authorities</p>

## 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. <b>PPE</b> may include but are not limited to:	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector 1.7 Safety boots
2. <b>Environmental pollution control measures</b> may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes
3. <b>Waste management procedures</b> may include but are not limited to:	3.1 Sorting 3.2 Storing of items 3.2 Recycling of items 3.3 Disposal of items
4. <b>Resources</b> may include but are not limited to:	4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials
5. <b>Workplace environmental hazards</b> may include but are not limited to:	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards
6. <b>Organizational systems and procedures</b> may include but are not limited to:	6.1 Supply chain, procurement and purchasing 6.2 Quality assurance 6.3 Making recommendations and seeking approvals

## **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:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation

- Adjusting plan and implementation
- checking new resource usage

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources

- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Controlled environmental hazard</li> <li>1.2 Controlled environmental pollution</li> <li>1.3 Demonstrated sustainable resource use</li> <li>1.4 Evaluated current practices in relation to resource usage</li> <li>1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.</li> <li>1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.</li> <li>2.4 Resolved problems/ constraints encountered based on management standard procedures</li> <li>2.5 Implemented and monitored environmental practices on a periodic basis as per company guidelines</li> <li>2.6 Recommended solutions for the improvement of the Program</li> <li>2.7 Monitored and reported to proper authorities any environmental incidents</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace with storage facilities</li> </ul>



	<p>2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.)</p> <p>2.3 PPE</p> <p>2.4 Manuals and references</p> <p>2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection</p> <p>2.6 Case studies/scenarios relating to environmental Protection</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Demonstration</p> <p>3.2 Oral questioning</p> <p>3.3 Written examination</p> <p>3.4 Interview/Third Party Reports</p> <p>3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad)</p> <p>3.6 Simulations and role-plays</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HE/OS/CH/BC/07/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to lead the implementation of workplace's safety and health program, procedures and policies/guidelines.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify workplace hazards and risk	1.1 <i><b>Hazards</b></i> in the workplace and/or its <i><b>indicators</b></i> of its presence, are identified 1.2 <i><b>Evaluation and/or work environment</b></i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <i><b>OSH issues and/or concerns</b></i> raised by workers are Gathered
2. Identify and implement appropriate control measures	2.1 Prevention <i><b>and control measures</b></i> , including use of <i><b>safety gears / PPE (personal protective equipment)</b></i> for specific hazards identified and implemented 2.2 Appropriate <i><b>risk controls</b></i> based on result of OSH hazard evaluation is recommended. 2.3 <i><b>Contingency measures</b></i> , including <i><b>emergency procedures</b></i> during workplace <i><b>incidents and emergencies</b></i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs, procedures and policies/ guidelines	3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided 3.2 Implementation of OSH procedures and policies/guidelines are participated 3.3 Team members are trained and advised on OSH standards and procedures

	3.4 Procedures for maintaining <i>OSH-related records</i> are implemented
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## 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. <i>Hazards may include</i> but are not limited to:	1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation 1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 1.4 Ergonomics Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles Physiological factors – monotony, personal relationship, work out cycle 1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. <i>Indicators may include</i> but are not limited to:	2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/ symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. <i>Evaluation and/or work environment measurements</i> may include but are not limited to:	3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work Environment Measurements of Physical and Chemical Hazards

<p>4. <b><i>OSH issues and/or concerns</i></b> may include but are not limited to:</p>	<p>4.1 Workers' experience/observance on presence of work hazards</p> <p>4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</p> <p>4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</p>
<p>5. <b><i>Prevention and control measures</i></b> may include but are not limited to:</p>	<p>5.1 Eliminate the hazard (i.e., get rid of the dangerous machine)</p> <p>5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>5.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</p> <p>5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</p> <p>5.6 Use personal protective equipment</p> <p>5.7 Safety, Health and Work Environment Evaluation</p> <p>5.8 Periodic and/or special medical examinations of workers</p>
<p>6. <b><i>Safety gears /PPE (Personal Protective Equipment's)</i></b> may include but are not limited to:</p>	<p>6.1 Arm/Hand guard, gloves</p> <p>6.2 Eye protection (goggles, shield)</p> <p>6.3 Hearing protection (ear muffs, ear plugs)</p> <p>6.4 Hair Net/cap/bonnet</p> <p>6.5 Hard hat</p> <p>6.6 Face protection (mask, shield)</p> <p>6.7 Apron/Gown/coverall/jump suit</p> <p>6.8 Anti-static suits</p> <p>6.9 High-visibility reflective vest</p>

<p><b>7. <i>Appropriate risk controls</i></b></p>	<p>Appropriate risk controls in order of impact are as follows:</p> <p>7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</p> <p>7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</p> <p>7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</p> <p>7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</p>
<p><b>8. <i>Contingency measures</i></b> may include but are not limited to:</p>	<p>8.1 Evacuation</p> <p>8.2 Isolation</p> <p>8.3 Decontamination</p> <p>8.4 (Calling designed) emergency personnel</p>
<p><b>9. <i>Emergency procedures</i></b> may include but are not limited to:</p>	<p>9.1 Fire drill</p> <p>9.2 Earthquake drill</p> <p>9.3 Basic life support/CPR</p> <p>9.4 First aid</p> <p>9.5 Spillage control</p> <p>9.6 Decontamination of chemical and toxic</p> <p>9.7 Disaster preparedness/management</p> <p>9.8 se of fire-extinguisher</p>
<p><b>10. <i>Incidents and emergencies</i></b> may include but are not limited to:</p>	<p>10.1 Chemical spills</p> <p>10.2 Equipment/vehicle accidents</p> <p>10.3 Explosion</p> <p>10.4 Fire</p> <p>10.5 Gas leak</p> <p>10.6 Injury to personnel</p> <p>10.7 Structural collapse</p> <p>10.8 Toxic and/or flammable vapors emission.</p>

11. <b>OSH-related Records</b> may include but are not limited to:	11.1 Medical/Health records 11.2 Incident/accident reports 11.3 Sickness notifications/sick leave application 11.4 OSH-related trainings obtained
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## 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:

- Skills on preliminary identification of workplace hazards/risks
- Knowledge management
- Critical thinking skills
- Observation skills
- Coordinating skills
- Communication skills
- Interpersonal skills
- Troubleshooting skills
- Presentation skills
- Training skills

### Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH Principles
- Occupational hazards/risks recognition
- OSH organizations providing services on OSH evaluation and/or work environment measurements (WEM)
- National OSH regulations; company OSH policies and protocols
- Systematic gathering of OSH issues and concerns
- General OSH principles
- National OSH regulations
- Company OSH and recording protocols, procedures and policies/guidelines
- Training and/or counseling methodologies and strategies

## 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:
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	<ul style="list-style-type: none"> <li>1.1 Identifies hazards/risks in the workplace and/or its indicators</li> <li>1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace</li> <li>1.3 Gathers OSH issues and/or concerns raised by workers</li> <li>1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards</li> <li>1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered</li> <li>1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures</li> <li>1.7 Provides information to work team about company OSH program, procedures and policies/guidelines</li> <li>1.8 Participates in the implementation of OSH procedures and policies/guidelines</li> <li>1.9 Trains and advises team members on OSH standards and procedures</li> <li>1.10 Implements procedures for maintaining OSH-related records</li> </ul>
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workplace or assessment location</li> <li>2.2 OSH personal records</li> <li>2.3 PPE</li> <li>2.4 Health records</li> </ul>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Portfolio Assessment</li> <li>3.2 Interview</li> <li>3.3 Case Study/Situation</li> <li>3.4 Observation/Demonstration and oral questioning</li> </ul>
4. Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## **COMMON UNITS OF COMPETENCY**



## APPLY NUTRITION IN COMMUNITY HEALTH

**UNIT CODE:** HE/OS/CH/CC/01/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to apply nutrition in community health. It involves assessing food nutrition and security, applying nutrition in human development and applying nutrition in disease management.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Assess food nutrition and security	1.1 Importance of food security and nutrition is identified based on health guidelines 1.2 Indicators and <i><b>levels of food security</b></i> are identified according to health standards 1.3 <i><b>Determinants of food security</b></i> are identified as per health guidelines 1.4 <i><b>Food security interventions</b></i> are identified based on health needs 1.5 Roles of stakeholders in food security are identified according to health requirements 1.6 Emerging issues and trends in food and nutrition security is identified based on health procedures
2 Apply nutrition in Human development	2.1 <i><b>Nutrition in human development</b></i> are determined according to health standards 2.2 Factors affecting human nutritional needs are determined based on health standards 2.3 Vulnerable groups in nutrition are identified based on health procedures
3 Apply nutrition in disease management	3.1 <i><b>Nutrition related conditions</b></i> are identified and assessed according to public health guidelines 3.2 Therapeutic nutrition requirements are determined, calculated and provided for based on health standard procedures 3.3 Stages of <i><b>nutrition care process</b></i> are identified based on disease management protocols

	3.4 Nutrition management in <i>chronic diseases</i> is undertaken according to health standards
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## 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
Levels of food security may include but are not limited to:	<ul style="list-style-type: none"> <li>• Individual</li> <li>• Household</li> <li>• National</li> </ul>
Determinants of food security may include but are not limited to:	<ul style="list-style-type: none"> <li>• Socio-economic</li> <li>• Cultural and religious</li> <li>• Political</li> <li>• Environmental</li> </ul>
Food security interventions may include but are not limited to:	<ul style="list-style-type: none"> <li>• Food preservation</li> <li>• Food storage</li> <li>• Government policies</li> </ul>
Nutrition in human development may include but are not limited to:	<ul style="list-style-type: none"> <li>• Pregnancy</li> <li>• Lactation</li> <li>• Children</li> <li>• Adolescent</li> <li>• Geriatric</li> </ul>
Nutrition related conditions may include but are not limited to:	<ul style="list-style-type: none"> <li>• Diabetes</li> <li>• Hypertension</li> <li>• Obesity</li> <li>• Malnutrition</li> <li>• Renal disease</li> <li>• Weight management</li> </ul>

Chronic diseases may include but are not limited to:	<ul style="list-style-type: none"> <li>• Cancer</li> <li>• Cardiovascular</li> <li>• Diabetes</li> <li>• Trauma</li> <li>• HIV</li> <li>• High blood pressure</li> </ul>
Nutrition care process may include but are not limited to:	<ul style="list-style-type: none"> <li>• Nutrition Assessment</li> <li>• Nutrition Diagnosis</li> <li>• Nutrition Intervention</li> <li>• Nutrition Monitoring/Evaluation</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Decision making
- Critical thinking
- Coordination
- Assessment
- Management
- Judgemental
- Observation
- Food preparation
- Training
- Monitoring
- Counselling

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Community Nutrition
- Anthropometric measurements
- Primary health care
- Nutrition in Human development
- Nutrition in disease management

- Human anatomy and physiology
- Clinical diagnosis
- Essential drug supplies
- Food and nutrition security

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Identified indicators and levels of food security</li> <li>1.2 Identified determinants of food nutrition and security</li> <li>1.3 Developed food security interventions</li> <li>1.4 Identified emerging issues and trends in food and nutrition security</li> <li>1.5 Determined nutrition requirements in human development</li> <li>1.6 Identified vulnerable groups in nutrition</li> <li>1.7 Identified and assessed nutrition related conditions</li> <li>1.8 Demonstrated understanding of therapeutic nutrition</li> <li>1.9 Identified stages of nutrition care process</li> <li>1.10 Managed nutrition in chronic diseases</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 A functional classroom with classroom resources</li> <li>2.2 Stationery</li> <li>2.3 Computers</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written tests</li> <li>3.3 Observation</li> <li>3.4 Case study</li> </ul>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## APPLY EPIDEMIOLOGY IN COMMUNITY HEALTH

**UNIT CODE:** HE/OS/CH/CC/02/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to apply epidemiology in community health. It involves conducting disease surveillance, carrying out population screening, monitoring disease occurrence and interpreting measures of risk. It also includes applying epidemiologic study designs, interpreting epidemiologic data analysis and utilizing epidemiology in community health.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Conduct disease surveillance	1.1 Disease surveillance is planned as per disease surveillance procedures 1.2 <i><b>Methods of data collection</b></i> are identified according to health protocols 1.3 Disease surveillance is carried out as per health protocols 1.4 Population screening is carried out in accordance with screening plan 1.5 Disease surveillance report is prepared and disseminated according to disease surveillance requirements
2 Monitor disease occurrence	2.1 <i><b>Notifiable diseases</b></i> are identified according to lay case definition 2.2 Occurrence of disease is notified based on lay case definition 2.3 Planning for disease surveillance is determined according to standard procedures 2.4 Community surveillance is planned based on the magnitude of disease occurrence 2.5 Preventive measures for diseases are determined based on standard procedures 2.6 Reporting and referral of cases is carried out according to standard procedures

3 Utilize epidemiology data	3.1 Epidemiology data is collated as per the set guidelines 3.2 Epidemiology data is disseminated as per the stipulated procedures 3.3 Action plan is developed according to set guidelines 3.4 Community diseases are controlled based on epidemiological data analysis outcomes 3.5 Acceptable health interventions are determined and applied in accordance with epidemiological data findings
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## 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
Methods of data collection may include but are not limited to:	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Interviews</li> <li>• Questionnaires</li> <li>• FDGs</li> <li>• MOH 505 IDSR Weekly Epidemic monitoring form</li> </ul>
Notifiable diseases May include but are not limited to:	<ul style="list-style-type: none"> <li>• Cholera</li> <li>• Yellow fever</li> <li>• Measles</li> <li>• Malaria</li> <li>• Kala-azar</li> <li>• Dengue fever</li> <li>• Ebola</li> <li>• Anthrax</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication

- Report writing
- Computer
- Research
- Motivation
- Advocacy
- Statistical
- Critical thinking
- Monitoring
- Time management
- Coordination
- Quality control
- Problem solving
- Judgemental
- Decision making
- Leadership

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Community health research
- Disease development and control management
- Disease surveillance systems
- Human and animal populations
- Disease determinants
- Data management and analysis

### EVIDENCE GUIDE

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

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Planned and carried out disease surveillance and prepared report</li> <li>1.2 Carried out population screening needs assessment</li> <li>1.3 Conducted population screening and prepared a report</li> <li>1.4 Identified notifiable disease occurrences</li> <li>1.5 Interpreted epidemiological data</li> <li>1.6 Utilized epidemiology knowledge in implementation of health interventions</li> <li>1.7 Determined health status of a community and identified risk factors</li> <li>1.8 Demonstrated the ability to analyze health status of the population living in an environment</li> </ul>
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	1.9 Demonstrated understanding of epidemiological triangle in outbreak and disease control
2 Resource Implications	The following resources should be provided: 2.1 Computer 2.2 Stationary 2.3 Finances
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.



## APPLY HUMAN ANATOMY AND PHYSIOLOGY

**UNIT CODE:** HE/OS/CH/CC/03/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to apply human anatomy and physiology in community health works. It involves classifying human body systems, determining common disorders of human body systems and applying human anatomy in primary health care

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Classify human body systems	1.1 <i><b>Human body systems</b></i> are identified as per their functions 1.2 Structure of human body systems are identified based on principles of human anatomy 1.3 Functions of human body systems are identified as per principles of human physiology
2 Determine common disorders of human body systems	2.1 Human body system is identified 2.2 Common disorders are identified and categorized as per body systems 2.3 <i><b>Emerging issues</b></i> are identified and recorded as per SOPs
3 Apply human anatomy in primary health care	3.1 <i><b>Common diseases</b></i> are identified according to human body systems and health guidelines 3.2 Referrals are made based on identified common diseases

### 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.

<b>VARIABLE</b>	<b>RANGE</b>
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Human body systems may include but are not limited to:	<ul style="list-style-type: none"> <li>• Skeletal</li> <li>• Muscular</li> <li>• Digestive</li> <li>• Circulatory/cardiovascular</li> <li>• Lymphatic/Immune</li> <li>• Endocrine</li> <li>• Urinary/Renal</li> <li>• Respiratory</li> <li>• Reproductive</li> <li>• Nervous</li> <li>• Integumentary</li> </ul>
Emerging issues may include but are not limited to:	<ul style="list-style-type: none"> <li>• Cancers</li> <li>• Auto-immune diseases</li> </ul>
Common diseases may include but are not limited to:	<ul style="list-style-type: none"> <li>• Communicable</li> <li>• Non-communicable</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Computer
- Basic research
- Critical thinking
- Monitoring
- Time management
- Coordination
- Problem solving
- Decision making
- Organization
- Analytical
- Interpersonal

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care

- Homeostasis
- Human body systems
- Disorders of human body systems

## 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>•Categorized human body systems</li> <li>•Identified the structure and functions of the human body systems</li> <li>•Identified disorders in human body systems</li> <li>•Applied human anatomy and physiology in primary health care</li> <li>•Demonstrated understanding of human anatomy and physiology</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Reporting tools</li> <li>2.3 Stationary</li> <li>2.4 Finance</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written</li> <li>3.3 Observation</li> <li>3.4 Case study</li> <li>3.5 Third party report</li> </ul>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## APPLY MICROBIOLOGY AND PARASITOLOGY

**UNIT CODE:** HE/OS/CH/CC/04/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to apply microbiology and parasitology in community health. It involves identifying common parasites and microbes, determining life cycle of microbes and parasites and determining microbial and parasitic diseases. It also includes applying parasitology and microbiology in disease prevention and control.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Identify common parasites and microbes	1.1 <i><b>Parasites and microbe's hosts</b></i> are identified according to their unique characteristics 1.2 Examination of microbes and parasites is carried out as per the standard procedures 1.3 Microbes and parasites are interpreted and recorded as per <i><b>morphological features</b></i> 1.4 <i><b>Parasites and microbes</b></i> are classified based on morphological features
2 Determine life cycle of microbes and parasites	2.1 Sites of parasites and microbes are identified based on host characteristics 2.2 <i><b>Conditions of microbial growth</b></i> are determined according to type of microbes 2.3 Phases of microbial and parasitic growth are identified as per the type of parasites and microbes
3 Determine microbial and parasitic diseases	3.1 Signs and symptoms of communicable diseases are determined according to the type of microbes and parasites 3.2 Disease-causing organisms are identified according to signs and symptoms 3.3 <i><b>Mode of disease transmission</b></i> are determined according to the type of microbes and parasites 3.4 Risk factors of <i><b>disease</b></i> transmission are determined according to the type of microbes and parasites

4 Apply parasitology and microbiology in disease prevention and control	<p>4.1 Disease types are identified as per the signs and symptoms</p> <p>4.2 <b><i>Disease prevention and control measures</i></b> are determined and applied based on health standards</p> <p>4.3 Prevalence of parasitic and microbial diseases are monitored and regulated as per the health standard requirements</p>
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## 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
Parasites and microbe's may include but are not limited to:	<ul style="list-style-type: none"> <li>• Microbes <ul style="list-style-type: none"> <li>○ Bacteria</li> <li>○ Fungi (Yeast and Moulds)</li> <li>○ Viruses</li> <li>○ Algae</li> </ul> </li> <li>• Parasites <ul style="list-style-type: none"> <li>○ Endoparasites <ul style="list-style-type: none"> <li>▪ Helminths</li> <li>▪ Protozoa</li> </ul> </li> <li>○ Ectoparasites</li> </ul> </li> </ul>
Host of parasites and microbes may include but are not limited to:	<ul style="list-style-type: none"> <li>• Human</li> <li>• Plants</li> <li>• Animals/Insect</li> <li>• Water</li> <li>• Food</li> </ul>
Conditions of microbial growth may include but are not limited to:	<ul style="list-style-type: none"> <li>• Temperature</li> <li>• Water</li> <li>• Moistures</li> <li>• Nutrient</li> <li>• Light</li> </ul>
Morphological features may include but are not limited to:	<ul style="list-style-type: none"> <li>• Shape</li> <li>• Size</li> <li>• Structure</li> <li>• Pattern</li> <li>• Color</li> </ul>

Mode of disease transmission may include but are not limited to:	<ul style="list-style-type: none"> <li>• Fecal oral</li> <li>• Air</li> <li>• Vector</li> <li>• Fluid contact</li> <li>• Contaminated food and water</li> </ul>
Diseases may include but are not limited to:	<ul style="list-style-type: none"> <li>• Amoeba</li> <li>• TB</li> <li>• STIs</li> <li>• Malaria</li> <li>• Cholera</li> <li>• Typhoid</li> <li>• Measles</li> <li>• Polio</li> <li>• Flu</li> </ul>
Disease prevention and control measures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Deworming</li> <li>• Proper personal hygiene practices <ul style="list-style-type: none"> <li>○ Handwashing</li> </ul> </li> <li>• Proper food handling and storage</li> <li>• Treated water</li> <li>• Vaccination</li> <li>• Proper fecal disposal</li> <li>• Spraying</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Report writing
- Computer
- Basic research
- Statistical
- Critical thinking
- Monitoring
- Time management
- Problem solving
- Judgemental
- Decision making

## Required Knowledge

The individual needs to demonstrate knowledge of:

- Human anatomy and physiology
- Primary health care
- Essential drugs and supplies
- Microbiology
- Parasitology
- Communicable disease
- Immunization programmes
- Epidemiology
- WASH
- Human nutrition

## EVIDENCE GUIDE

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

1 Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified different types of microbes and parasites 1.2 Determined life cycle of microbes and parasites 1.3 Determined microbial and parasitic diseases 1.4 Applied parasitology and microbiology in disease prevention and control 1.5 Demonstrated understanding of parasitology and microbiology
2 Resource Implications	The following resources should be provided: 2.1 Workstation 2.2 Stationary 2.3 Finance
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## **CORE UNITS OF COMPTETENCY**

## MONITOR COMMUNITY HEALTH CARE

**UNIT CODE:** HE/OS/CH/CR/01/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to monitor community health care. It involves planning for community health education, conducting community health education, managing common ailments and minor injuries, carrying out community disease surveillance and managing essential drugs and supplies for CHV kits. It also entails managing maternal, new born, child health and adolescent health.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Plan for community health education	1.1 <i><b>Local authorities, health management</b></i> and providers are identified and briefed based on legal health requirements 1.2 Community health needs assessment is carried out in accordance with health requirements 1.3 <i><b>Training needs</b></i> are identified and documented based on community health assessment outcomes 1.4 <i><b>Target population</b></i> and geographical area is identified based on health education needs and disease prevalence 1.5 <i><b>Training tools and materials</b></i> are identified and prepared according to community health training needs, target disease and intervention delivery 1.6 ToTs are identified and briefed as per the training programmes 1.7 <i><b>Community health volunteers and community health committee</b></i> are trained in accordance with planned education requirements
2 Conduct community health education	2.1 Objectives of community health education is communicated in accordance with training requirements

	<p>2.2 Roles and responsibilities are identified and assigned based on training expertise and qualifications</p> <p>2.3 Schedules are shared based on planned community health education</p> <p>2.4 Training materials and tools are distributed according to the training needs</p> <p>2.5 Community health training and education is conducted according to standard health requirements</p> <p>2.6 Training and education report is prepared according to training requirements</p>
3 Manage common ailments and minor injuries	<p>3.1 Patients with <b><i>common ailments and minor injuries</i></b> are determined and their location identified according to disease management procedures</p> <p>3.2 Home visitation is carried out according to standard procedures</p> <p>3.3 Clinical assessment of patients is performed according to standard requirements</p> <p>3.4 <b><i>Causes of common ailments and injuries</i></b> are determined based on assessment report</p> <p>3.5 Appropriate medication is provided according to disease management requirements</p> <p>3.6 Patients' referrals are done according to the health needs</p> <p>3.7 A range of psychosocial and cultural factors on the management of the patient are identified and remedies proposed as required</p> <p>3.8 Methods for management of minor injuries and illnesses are developed according to prevalence of diseases and injury levels</p>
4 Carry out community disease surveillance	<p>4.1 <b><i>Areas of health interest</i></b> are determined according to health procedures</p> <p>4.2 Objectives of surveillance systems are determined based on health importance</p> <p>4.3 Design and implementation of surveillance systems are prepared according to disease surveillance objectives</p>

	<p>4.4 Disease <b><i>surveillance resources</i></b> are determined, assembled and prepared based on public health requirements</p> <p>4.5 <b><i>Health information providers</i></b> are determined according to health management requirements</p> <p>4.6 Health data is collected and analyzed based on standard procedures</p> <p>4.7 Disease surveillance report is prepared and disseminated based on analyzed data and interventions required</p> <p>4.8 Health status and behaviour is determined based on survey findings</p> <p>4.9 Need and effect of interventions is determined and measured according to disease surveillance report</p>
5 Manage essential drugs and supplies for CHV kits	<p>5.1 CHVs are identified and trained on essential drugs as per health guidelines</p> <p>5.2 Approximate drugs and supplies for CHVs is determined according to prevalence of diseases and population size</p> <p>5.3 Database of essential drugs and supplies is prepared and updated according to health management needs</p> <p>5.4 Essential drugs and supplies are identified and supplied based on community health management needs</p> <p>5.5 Utilization of essential drugs and supplies is monitored and regulated according to community health needs and management procedures</p> <p>5.6 Stock of essential drugs and supplies is maintained as per the health requirements</p>
6 Manage maternal, new born, child and adolescent health	<p>6.1 <b><i>Community health information system (CHIS) tools</i></b> (MOH 513) are obtained based on health requirements</p> <p>6.2 Mother and child booklets are identified and assessed according to standard procedures</p> <p>6.3 <b><i>Necessary health actions</i></b> are determined and conducted according to health needs</p> <p>6.4 <b><i>Areas for improvement</i></b> in maternal, new born, child and adolescent health are identified in accordance with health needs</p>

	<p>6.5 Maternal and Perinatal deaths are identified, notified and reviewed according to the standard procedure</p> <p>6.6 Report is prepared and disseminated according to community health procedures</p>
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## 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
Training needs may include but are not limited to:	<ul style="list-style-type: none"><li>• Home visitation</li><li>• Exclusive breast feeding</li><li>• Immunization programmes</li><li>• Communicable and infectious diseases</li><li>• Non-communicable diseases</li><li>• Nutrition assessment</li><li>• WASH</li></ul>
Training tools and materials may include but are not limited to:	<ul style="list-style-type: none"><li>• Training manuals</li><li>• Stationery</li><li>• Name tags</li><li>• Flip chart and/or white board</li><li>• Computer</li><li>• Projector</li></ul>
Community health workers may include but are not limited to:	<ul style="list-style-type: none"><li>• Primary care givers</li><li>• Public health officers/technicians</li><li>• Community health volunteers</li><li>• Health outreach workers/promoters</li><li>• Health advisors</li><li>• Community health assistant and officers</li></ul>
Target population may include but are not limited to:	<ul style="list-style-type: none"><li>• Children</li><li>• Elderly</li><li>• Adolescents</li><li>• Mothers<ul style="list-style-type: none"><li>○ Breast feeding</li><li>○ Pregnant</li></ul></li><li>• Vulnerable groups</li></ul>

Causes of common ailments and injuries may include but are not limited to:	<ul style="list-style-type: none"> <li>• Lifestyle diseases <ul style="list-style-type: none"> <li>○ Malnutrition</li> <li>○ Obesity</li> </ul> </li> <li>• Genetics (genetic/environmental interaction)</li> <li>• Prematurity or birth trauma</li> <li>• Exposures such as toxic chemicals or certain allergens</li> </ul>
Common ailments and minor injuries may include but are not limited to:	<ul style="list-style-type: none"> <li>• Common ailments <ul style="list-style-type: none"> <li>○ Ophthalmological conditions</li> <li>○ ENT conditions</li> <li>○ UTI's</li> <li>○ Upper Respiratory Tract Infections (URTI)</li> <li>○ Diarrhea</li> <li>○ Fever</li> <li>○ Cough</li> <li>○ Abdominal ailments</li> </ul> </li> <li>• Minor injuries <ul style="list-style-type: none"> <li>○ Cuts</li> <li>○ Bruises</li> <li>○ Burns</li> </ul> </li> </ul>
Community Health Information System (CHIS) tools may include but are not limited to:	<ul style="list-style-type: none"> <li>• MOH 100 community referrals</li> <li>• MOH 513 household registers</li> <li>• MOH 514 service delivery log books</li> <li>• MOH 515 CHEW summary</li> <li>• MOH 516 – Chalkboard</li> <li>• MOH 519 – Community verbal Autopsy</li> <li>• Maternal and Perinatal Notification form</li> <li>• Treatment and tract register</li> </ul>
Areas of health interest may include but are not limited to:	<ul style="list-style-type: none"> <li>• Nutrition <ul style="list-style-type: none"> <li>○ Dietary assessment</li> <li>○ Surveillance</li> <li>○ Anthropometric assessment</li> </ul> </li> <li>• WASH</li> <li>• Communicable and Non-communicable diseases</li> </ul>

Health information providers may include but are not limited to:	<ul style="list-style-type: none"> <li>• General public</li> <li>• Public health officers</li> <li>• Community Health Volunteers</li> <li>• Community Health Workers</li> <li>• Accredited community health activists</li> </ul>
Surveillance resources may include but are not limited to:	<ul style="list-style-type: none"> <li>• Software</li> <li>• Computer</li> <li>• Internet</li> <li>• Stationery</li> <li>• Finance</li> <li>• Human</li> </ul>
Necessary health actions may include but are not limited to:	<ul style="list-style-type: none"> <li>• Referrals</li> <li>• Health education</li> <li>• Treatment of minor ailments</li> </ul>
Areas for improvement may include but are not limited to:	<ul style="list-style-type: none"> <li>• Care-seeking behaviors <ul style="list-style-type: none"> <li>○ Gender-based violence</li> <li>○ Male involvement and support in the household</li> <li>○ STIs</li> </ul> </li> <li>• Maternal and child home care practices</li> <li>• Delivery services</li> <li>• Infant and child feeding, and communication between health providers and women/caregivers</li> <li>• Youth friendly services</li> </ul>
Local authorities and health management may include but are not limited to:	<ul style="list-style-type: none"> <li>• Area chief</li> <li>• Community health committee</li> <li>• Health facility management committee</li> <li>• Nyumba kumi</li> <li>• Village elders</li> </ul>

## 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:



- Training
- Presentation
- Decision making
- Critical thinking
- Analytical
- Diagnostic skills
- Communication
- Interpersonal skills
- Monitoring
- Evaluation
- Problem solving
- Observation
- Flexibility
- Facilitation
- First Aid

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Primary health care
- Community diagnosis
- Essential drugs and supplies
- Maternal, child and adolescent health
- Immunization programme
- Training tools and materials
- Principles of community health and nutrition
- Human Anatomy and Physiology
- Common ailments and minor injuries
- Youth friendly services
- Disease prevention
  - Community level activities and interventions
  - Community cultural beliefs and practices
  - Epidemiology
- Statistics
  - Research methods
  - Monitoring and evaluation

### **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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Carried out community health assessment and prepared a report</li> <li>1.2 Planned and conducted community health training and education and prepared a report</li> <li>1.3 Carried out home visitation and managed common ailments and minor injuries</li> <li>1.4 Carry out community disease surveillance and prepared health surveillance report</li> <li>1.5 Identified, classified and monitored utilization of essential drugs and supplies</li> <li>1.6 Maintained stock of essential drugs and supplies</li> <li>1.7 Managed maternal, new born, child and adolescent health</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Stationery</li> <li>2.3 Computer</li> <li>2.4 Training manuals</li> <li>2.5 Essential drugs and supplies</li> <li>2.6 First aid kits</li> <li>2.7 Projector</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Written</li> <li>3.3 Oral</li> <li>3.4 Case study</li> </ul>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## CONDUCT COMMUNITY-BASED HEALTH CARE

**UNIT CODE:** HE/OS/CH/CR/02/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to conduct community-based health care. It involves performing community based-health care, managing HIV and TB prevalence and providing mental health and psychosocial support. It also includes childcare ICCM and management of malaria

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Perform community based-health care	1.1 Planning for community-based health care is carried out based on health needs 1.2 Community <i><b>health service providers</b></i> are identified and determined based on their expertise and experience 1.3 <i><b>Community-based health care services</b></i> are determined according to community health status 1.4 Community-based health care services are identified and approved based on standard procedures 1.5 Community disaster preparedness is assessed according to standard requirements 1.6 Non-manageable conditions are organized for referrals according to disease conditions 1.7 Access to health care services is made efficient and effective according to standard requirements 1.8 Palliative care needs are provided according to nature of patients and community health management procedures

<p>2 Manage HIV and TB</p>	<p>2.1 <b><i>HIV and TB risk assessment</i></b> and diagnosis is carried out based on disease management practices</p> <p>2.2 Counselling of infected and affected patients is provided according to counselling procedures</p> <p>2.3 Coinfected patients with active <b><i>TB</i></b> are managed according to disease management procedures</p> <p>2.4 Adherence to TB treatment and HIV treatment is monitored as per the disease management protocols</p> <p>2.5 ARV and TB drug interactions and management is monitored based on treatment protocols</p> <p>2.6 HIV and TB cases are monitored and documented based on health procedures</p>
<p>3 Provide mental health, psychosocial support</p>	<p>3.1 Assessment of patients with mental illness is conducted according to standard procedures</p> <p>3.2 Emotional and psychosocial support is provided based on assessment outcome and status of the patient</p> <p>3.3 Mental support systems are integrated based on available resources</p> <p>3.4 Referral for patients with mental health and psychosocial support is provided according to <b><i>mental health specialists</i></b> guidance and procedures</p> <p>3.5 Building on available resources and capacity is carried out according to community health needs</p> <p>3.6 Mental patients' rights and equity is provided, protected and addressed according to management procedures</p>
<p>4 Conduct integrated community case management (ICCM)</p>	<p>4.1 Child care (Integrated Community Case Management) ICCM strategy is obtained according to case management procedures</p> <p>4.2 <b><i>ICCM checklist and personnel</i></b> are identified according to standard guidelines</p>

	<p>4.3 <b><i>Causes of childhood illnesses and mortality</i></b> are identified and categorized based on standard procedures</p> <p>4.4 Treatment options are identified and provided for according to the ICCM requirements</p> <p>4.5 Identified cases are referred according to standard guidelines</p>
5 Manage malaria and zoonotic diseases	<p>5.1 Malaria and zoonotic <b><i>disease prevention and control procedures</i></b> are carried out according to prevailing conditions</p> <p>5.2 Vaccination and health management practices are carried out according to prevention strategies</p> <p>5.3 Rapid <b><i>diagnostic tests</i></b> (RDT) are performed and interpreted as per disease management procedures</p> <p>5.4 Emergency measures are constituted based on severity of disease conditions</p> <p>5.5 <b><i>Disease control programs</i></b> are initiated and implemented according to health requirements</p>
6 Execute psycho-active drugs demand reduction strategies	<p>6.1 <b><i>Psycho-active drugs</i></b> are identified based on needs assessment report</p> <p>6.2 <b><i>Psycho-active drugs demand reduction strategies</i></b> are implemented according to health guidelines</p> <p>6.3 Monitoring of psycho-active drugs use is carried out according to health standard requirements</p> <p>6.4 Monitoring report is prepared and disseminated according to standard health procedures</p>

## 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
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Community-based health care services may include but are not limited to:	<ul style="list-style-type: none"> <li>• Care for pregnant</li> <li>• Manage non-communicable chronic diseases</li> <li>• Selected childhood diseases</li> <li>• Counselling</li> <li>• Manage communicable diseases</li> </ul>
Health service providers may include but are not limited to:	<ul style="list-style-type: none"> <li>• Community Health Volunteers</li> <li>• Public health officers</li> <li>• Health Assistants</li> <li>• Accredited Social Health Activists</li> <li>• Community Health Workers</li> <li>• CHAs</li> <li>• Nurses</li> </ul>
TB categories may include but are not limited to:	<ul style="list-style-type: none"> <li>• Active TB disease/Non-resistant</li> <li>• Passive/Resistant</li> <li>• Latent TB Infections</li> </ul>
TB risk assessment may include but are not limited to:	<ul style="list-style-type: none"> <li>• History of exposure <ul style="list-style-type: none"> <li>○ Individual</li> <li>○ Household</li> </ul> </li> <li>• History of possibly related symptoms</li> <li>• Respiratory symptoms</li> <li>• Coexisting risk factors and vulnerability-increasing factors <ul style="list-style-type: none"> <li>○ Injecting drug use</li> <li>○ Alcohol abuse</li> <li>○ Incarceration</li> <li>○ HIV/AIDS</li> </ul> </li> </ul>
HIV risk assessment may include but are not limited to:	<ul style="list-style-type: none"> <li>• HIV pretest counselling</li> <li>• Serological tests <ul style="list-style-type: none"> <li>○ ELISA and/or rapid tests</li> </ul> </li> <li>• Post-test counselling</li> </ul>
Mental health specialists may include but are not limited to:	<ul style="list-style-type: none"> <li>• Psychologist</li> <li>• Psychiatrist <ul style="list-style-type: none"> <li>○ Psychiatric nurse</li> </ul> </li> </ul>

Causes of childhood illnesses and mortality may include but are not limited to:	<ul style="list-style-type: none"> <li>• Malnutrition</li> <li>• Newborn conditions</li> <li>• Pneumonia</li> <li>• Diarrhea</li> <li>• Malaria</li> <li>• HIV/AIDS</li> </ul>
ICCM checklist and personnel may include but are not limited to:	<ul style="list-style-type: none"> <li>• Community health workers</li> <li>• Counsellors</li> <li>• Medicines</li> <li>• ICCM tools and equipment</li> <li>• Provision of adequate access to treatment</li> <li>• CHAs</li> <li>• CHOs</li> </ul>
Disease prevention and control procedures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Disease control agents <ul style="list-style-type: none"> <li>○ Biological control</li> <li>○ Chemical spraying <ul style="list-style-type: none"> <li>▪ DDT</li> <li>▪ DEET</li> </ul> </li> </ul> </li> <li>• Environmental management strategy</li> </ul>
Diagnostic tests may include but are not limited to:	<ul style="list-style-type: none"> <li>• Clinical diagnosis</li> <li>• Parasitological</li> <li>• Hematological</li> <li>• Biochemical</li> </ul>
Disease control programs may include but are not limited to:	<ul style="list-style-type: none"> <li>• Conducting civic education</li> <li>• Issuance of treated mosquito nets</li> <li>• Environmental management <ul style="list-style-type: none"> <li>○ Bush clearances</li> <li>○ Providing drainage systems</li> </ul> </li> <li>• Vaccination programmes</li> </ul>

<p>Psycho-active drugs may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Stimulants <ul style="list-style-type: none"> <li>○ Nicotine</li> <li>○ Cocaine</li> </ul> </li> <li>• Depressants <ul style="list-style-type: none"> <li>○ Benzodiazepines</li> <li>○ Alcohol</li> </ul> </li> <li>• Narcotics <ul style="list-style-type: none"> <li>○ Morphine</li> <li>○ Heroin</li> <li>○ Codeine</li> </ul> </li> <li>• Hallucinogens <ul style="list-style-type: none"> <li>○ LSD</li> <li>○ Mescaline</li> <li>○ Ecstasy</li> </ul> </li> </ul>
<p>Psycho-active drugs demand reduction strategies may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Prevention strategies <ul style="list-style-type: none"> <li>○ Reaching high-risk groups</li> <li>○ Reaching youth outside school</li> <li>○ Building family bonds</li> <li>○ Empowering communities</li> </ul> </li> <li>• Treatment strategies <ul style="list-style-type: none"> <li>○ Provision of family-based treatments</li> <li>○ Rehabilitating criminal offenders</li> <li>○ Assessing and treating adolescents</li> </ul> </li> <li>• Law enforcement <ul style="list-style-type: none"> <li>○ Reducing drug availability</li> <li>○ Introducing community policing</li> <li>○ Problem-oriented policing</li> </ul> </li> </ul>

## 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:

- Leadership
- Counselling
- Interviewing
- Computer
- Observation
- Stress management
- Diagnostic



- Analytical
- Communication
- Report writing
- Advocacy
- Training
- Critical thinking
- Problem solving
- Monitoring
- Evaluation

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Community-based health care
- Palliative care provision
- General microbiology and parasitology
- Communicable and Non-communicable diseases
- Prevention and control of diseases
- HIV and TB risk assessment
- TB and HIV clinical assessment
- HIV Testing and counselling
- HIV and TB management
- Impact of HIV and AIDS on the society
- Management of opportunistic diseases
- Mental health and psychosocial support management
- Disease surveillance, prevention and control procedures
- Child care ICCM Management
- Monitoring and control procedures

### **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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Assessed emergency preparedness and prepared a report</li> <li>1.2 Organized referrals for non-manageable conditions in the community-based health care systems</li> <li>1.3 Provided palliative care needs as required</li> <li>1.4 Carried out HIV and TB risk assessment and screening and prepared a report</li> </ul>
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	<p>1.5 Identified, counselled and managed coinfecting patients with active TB</p> <p>1.6 Monitored adherence to TB treatment and HIV treatment</p> <p>1.7 Monitored and regulated HIV and TB incidences in the community</p> <p>1.8 Conducted assessment of patients with mental disorders and provided mental health and psychosocial support</p> <p>1.9 Managed child care ICCM</p> <p>1.10 Developed Malaria and zoonotic disease prevention and control procedures</p> <p>1.11 Initiated and implemented disease control programs</p> <p>1.12 Demonstrated understanding of community-based health care</p> <p>1.13 Carried psycho-active drugs needs assessment and identified psycho-active drugs</p> <p>1.14 Executed and carried out psycho-active drugs demand reduction strategies</p> <p>1.15 Monitored use of psycho-active drugs and prepared a report</p>
2 Resource Implications	<p>The following resources should be provided:</p> <p>2.1 A functional and active community-based health care unit</p> <p>2.2 Stationery</p> <p>2.3 Computer</p> <p>2.4 Training manuals</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral</p> <p>3.2 Written tests</p> <p>3.3 Observation</p> <p>3.4 Case study</p> <p>3.5 Third party report</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## MAINTAIN COMMUNITY HEALTH INFORMATION SYSTEMS

**UNIT CODE:** HE/OS/CH/CR/03/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to maintain community health information systems. It involves preparing for CHIS performance assessment, carrying out CHIS performance assessment, Conduct community Routine data quality audit and utilizing community Health Information System (CHIS). It also entails generating master community unit list information.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Prepare for CHIS performance assessment	1.1 Existing community health information systems are obtained according to CHIS management procedures 1.2 Analysis of CHIS is carried out according to standard procedures 1.3 CHIS report is prepared according to the analysis results 1.4 Methods of health data collection is determined based on standard procedures and requirements 1.5 <i><b>Required resources</b></i> are determined based on assessment procedures
2 Carry out CHIS performance assessment	2.1 Data collection resources are distributed based on HIS assessment requirements 2.2 Data on health indicators is collected, organized and analyzed according to data analysis procedures 2.3 CHIS assessment report is prepared and disseminated based on CHIS management procedures 2.4 CHIS needs are identified based on analysis report 2.5 CHIS improvement areas are determined according to CHIS needs

<p>3 Conduct Community Routine Data Quality Audit (RDQA)</p>	<p>3.1 The purpose of the community Routine Data Quality Audit is determined based on set standards.</p> <p>3.2 Levels and sites are selected in accordance with the set standards</p> <p>3.3 Indicators, data sources and reporting period are identified in accordance with the set standards.</p> <p>3.4 Site visits are conducted based on standard procedures.</p> <p>3.5 Outputs and findings are reviewed according to the set procedures.</p> <p>3.6 A system strengthening plan including follow-up actions are developed based on set standards.</p>
<p>4 Utilize community health information system</p>	<p>4.1 CHIS training needs are identified based on standard procedure</p> <p>4.2 CHIS training is carried out as per standard procedure</p> <p>4.3 CHIS tools are identified and distributed based on standard procedure</p> <p>4.4 Spot-checking is carried out according to health protocols</p> <p>4.5 Health data is analyzed as per the standard procedures</p> <p>4.6 Health report is disseminated as per SOPs</p> <p>4.7 Reviews and updates are undertaken according to standard guidelines</p> <p>4.8 Capacity building to generate, manage and use health information is carried out and maintained according to health management practices</p>
<p>5 Generate master community unit list information</p>	<p>5.1 Population to be served is determined based on community health management procedures</p> <p>5.2 Community health listing unit is linked to the health facility</p> <p>5.3 Community health listing unit is linked to Kenya Master Facility Listing register according to standard procedures</p> <p>5.4 Reviews and updates are undertaken according to standard guidelines</p>

## 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
Required resources may include but are not limited to:	<ul style="list-style-type: none"><li>• Tools<ul style="list-style-type: none"><li>○ Tablets</li><li>○ Mobile phones</li><li>○ Computer</li><li>○ Camera</li></ul></li><li>• CHIS tools<ul style="list-style-type: none"><li>○ MOH 516 Chalk board</li><li>○ MOH 100</li><li>○ MOH 513</li><li>○ MOH 514</li><li>○ MOH 515</li><li>○ Community health unit support supervision checklist</li><li>○ Added</li><li>○ Kenya Health Information System(KHIS)</li><li>○ Kenya Master Facility Health Listing website</li></ul></li><li>• Materials<ul style="list-style-type: none"><li>○ Stationery</li><li>○ Questionnaires</li></ul></li><li>• Finances</li><li>• Human</li></ul>

## 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:

- Leadership
- ICT
- Computer
- Basic management skills
- Communication

- Basic research and analytical skills
- Coordination
- Problem solving
- Critical thinking
- Interpersonal
- Monitoring
- Evaluation
- Report writing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health-care information
- ICT
- Health Information Management Systems
- Sources and uses of health information
- Health Information Systems
- Master Listing Unit
- Functions of Health Information System
- Data collection and analysis
- Health data management tools
- Assessment of performance
- Health facility reporting

### 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Prepared for CHIS performance assessment</li> <li>1.2 Carried out CHIS performance assessment and prepared a report</li> <li>1.3 Identified indicators of CHIS performance</li> <li>1.4 Established performance and results-based monitoring and evaluation procedures for CHIS</li> <li>1.5 Generated master community unit list information</li> <li>1.6 Reviewed and updated CHIS tools as required</li> <li>1.7 Demonstrated understanding of the functions of CHIS</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Community-based health facility</li> </ul>

	2.2 A functional master community listing unit 2.3 Master register 2.4 Computer 2.5 Stationery
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third Party Report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## CONDUCT COMMUNITY HEALTH LINKAGES

**UNIT CODE:** HE/OS/CH/CR/04/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health linkages. It involves coordinating community access to health services, conducting community health outreach programs, establishing community partnerships and carrying out social mobilization and participation. It also includes advocating enrollment into health insurance scheme.

This is applicable in public health sector

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Coordinate community access to health services	1.1 Community health needs are identified according to public health requirements 1.2 <i><b>Target population</b></i> is identified based on community health activities 1.3 Nature of <i><b>health service programs</b></i> are identified according to health needs 1.4 Community mobilization is conducted as per health needs 1.5 Community health defaulter tracing system is identified and checked according to health needs 1.6 Health access linkages are put in place based on health guidelines 1.7 Defaulters are identified and <i><b>reasons for defaults</b></i> are determined and addressed according to health protocols 1.8 Defaulter tracing registers are routinely updated and reviewed based on health guidelines 1.9 Referral cases are conducted, coordinated and maintained based on health status of individual and health guidelines



<p>2 Conduct integrated community outreach programs</p>	<p>2.1 <b>Community-outreach site</b> and geographical areas are identified and prepared according to health guidelines</p> <p>2.2 <b>Legal requirements</b> are obtained based on outreach program requirements</p> <p>2.3 Community health volunteers are identified and assigned according to target population and geographical locations</p> <p>2.4 Required <b>outreach resources</b> are assembled, prepared and distributed according to outreach program requirements</p> <p>2.5 Community mobilization is conducted as per the outreach guidelines</p> <p>2.6 Integrated community health outreach programs are conducted according set standard procedures and schedules</p> <p>2.7 Community health outreach program impact assessment is carried out according to health standard procedures</p>
<p>3 Establish community health partnerships</p>	<p>3.1 Community health care needs are identified, determined and categorized based on health management procedures</p> <p>3.2 Community health partners are identified as per community health needs</p> <p>3.3 Collaborative relationships with the community and health agencies are formed according needs of community health</p> <p>3.4 <b>Determinants of health</b> are addressed as per the community health needs</p>
<p>4 Carry out social mobilization and participation</p>	<p>4.1 Socio-economic health status data of a community is collected and analyzed based on standard procedures</p> <p>4.2 Report is prepared based on collected information and analysis</p> <p>4.3 <b>Community needs</b> are determined according to community health targets</p> <p>4.4 Areas of community participation and mobilization are identified in accordance with community health needs</p>

	<p>4.5 Training objectives are established based on community health needs</p> <p>4.6 Strategies for community participation and mobilization are developed in accordance with needs assessment</p> <p>4.7 Training venues are identified and communicated according to community health training needs</p> <p>4.8 Training materials are prepared and shared based on training program activities</p>
5 Advocate enrollment into Health Insurance Scheme	<p>5.1 The community is mobilized into existing health insurance scheme based on health insurance policies and procedures</p> <p>5.2 Benefits of UHC schemes are identified and shared according to health standard procedures</p> <p>5.3 Community is linked into existing Health Insurance Scheme based on health insurance policies and procedures</p> <p>5.4 Enrolment rates are determined according to existing <i>CHIS tools</i></p>

## 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
Health service programs may include but are not limited to:	<ul style="list-style-type: none"> <li>• PMTCT Health Services</li> <li>• Vaccination and immunization services</li> <li>• Nutrition e.g. unhealthy diet</li> <li>• Basic health screenings</li> <li>• Family planning awareness programs</li> <li>• WASH programme</li> <li>• Rehabilitation</li> </ul>
Target population may include but are not limited to:	<ul style="list-style-type: none"> <li>• Children and elderly</li> <li>• Women of reproductive age</li> <li>• Addicts</li> <li>• Persons with disabilities</li> </ul>

Reasons for health defaults may include but are not limited to:	<ul style="list-style-type: none"> <li>• Ignorance</li> <li>• Distance from health facilities</li> <li>• Socio-economic issues</li> <li>• Lack of adequate information</li> <li>• Poor health campaigns</li> <li>• Religious and cultural beliefs</li> </ul>
Legal requirements may include but are not limited to:	<ul style="list-style-type: none"> <li>• Identification badges</li> <li>• Authorization by local authorities</li> <li>• Professional body membership</li> <li>• Public health certification/notification</li> </ul>
Outreach resources may include but are not limited to:	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Human</li> <li>• Displays</li> <li>• Posters</li> <li>• Computers</li> <li>• Stationary</li> <li>• Flip charts</li> </ul>
Community-outreach site may include but are not limited to:	<ul style="list-style-type: none"> <li>• Schools</li> <li>• Local pharmacies</li> <li>• Community event centers</li> <li>• Food pantries</li> <li>• Church venues</li> <li>• Supermarkets</li> <li>• Open air markets</li> <li>• Health centers</li> <li>• Community libraries</li> </ul>

Community needs may include but are not limited to:	<ul style="list-style-type: none"> <li>• Early pregnancies</li> <li>• Incest</li> <li>• Unplanned pregnancies</li> <li>• Juvenile delinquencies</li> <li>• Unemployment</li> <li>• Insecurity</li> <li>• Drug addiction</li> <li>• Women repression</li> <li>• Prostitution</li> <li>• Population with poor health</li> <li>• Unskilled manpower</li> <li>• Wrangling</li> <li>• Over population</li> <li>• Poor infrastructures</li> <li>• Poverty</li> <li>• Lack of sanitary facilities</li> <li>• Inadequate water supply</li> </ul>
Determinants of health may include but are not limited to:	<ul style="list-style-type: none"> <li>• Socio-economic</li> <li>• Cultural and religious beliefs</li> </ul>
CHIS tools may include but are not limited to:	<ul style="list-style-type: none"> <li>• CHIS tools <ul style="list-style-type: none"> <li>○ MOH 516 Chalk board</li> <li>○ MOH 100</li> <li>○ MOH 513</li> <li>○ MOH 514</li> <li>○ MOH 515</li> <li>○ Kenya Health Information System (KHIS)</li> <li>○</li> </ul> </li> </ul>

## 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:

- Leadership
- Advocacy
- Counselling

- Communication
- Report writing
- Analytical
- Interpersonal
- Computer
- Problem-solving
- Creativity
- Innovation
- Motivational

### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Primary health care
- Community health programs
- Community health insurance schemes
- Community health defaulter tracing systems
- Essential community health services
- Integrated community health outreach programs
- Legal and statutory requirements
- Community partnership and inter-agency collaborations
- Social mobilization and participation
- Cultural and religious beliefs and practices
- Social and economic development
- Data collection and analysis
- Need based planning

### **EVIDENCE GUIDE**

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

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Routinely reviewed and updated defaulter tracing registers</p> <p>1.2 Coordinated community access to health services</p> <p>1.3 Conducted, coordinated and maintained referral of health care cases</p> <p>1.4 Conducted community health outreach programs and prepared a report</p>
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	1.5 Established and coordinated community health partnerships 1.6 Carried out social mobilization and participation 1.7 Developed enrollment strategies in to health insurance 1.8 Monitored enrollment on health insurance 1.9 Demonstrated understanding of health insurance schemes
2 Resource Implications	The following resources should be provided: 2.1 Training manuals 2.2 Projector 2.3 Defaulter tracing register 2.4 Stationary 2.5 Assessment sheets 2.6 Computer 2.7 CHIS Tools
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Third party 3.4 Case study 3.5 Observation
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## CONDUCT COMMUNITY HEALTH SERVICE STRATEGIES

**UNIT CODE:** HE/OS/CH/CR/05/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health service strategies. It involves forming community health units, training Community Health Volunteers and Community Health Committees, Managing Community Health Volunteers and committees and conducting advocacy, communication and social mobilization. It also includes carrying out supportive supervision.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Establish community health units	1.1 <i><b>Community health units' services</b></i> are determined according to national health guidelines 1.2 Community units' boundaries are determined based on target population 1.3 Community Health Volunteers are selected in a community baraza based on national community health guidelines 1.4 Community Health Committees are selected in a community baraza based on community health guidelines 1.5 <i><b>Roles and responsibilities of Community Health volunteers and committee</b></i> are defined based on health guidelines
2 Train Community Health Volunteers and community health committees	2.1 <i><b>Training of CHVs</b></i> and <i><b>CHCs</b></i> is planned according to training needs 2.2 Training need is identified and prepared based on community health needs 2.3 <i><b>Training materials</b></i> are identified and gathered based on training requirements 2.4 Training of Community Health Volunteers and Committees is conducted based on community health needs

	<p>2.5 Updates are relayed according to the community health guidelines</p> <p>2.6 <b>Health messages</b> are obtained based on Kenya Essential Packages for Health (KEPH)</p>
3 Manage Community Health Volunteers and CHCs	<p>3.1 Community health annual work plan is established as per standard community health requirements</p> <p>3.2 Community Health Volunteers and CHCs database is filled and updated according to community health guidelines</p> <p>3.3 Facilitation of CHVs and CHCs is done according to community health guidelines</p> <p>3.4 CHVs performance is evaluated and reported according to community health guidelines</p>
4 Conduct advocacy, communication and social mobilization	<p>4.1 Community health assessment is carried out based on health requirements</p> <p>4.2 <b>Community health needs</b> are identified based on health needs assessment report</p> <p>4.3 <b>Social mobilization and advocacy strategies</b> are identified based on target population and community health needs</p> <p>4.4 Health advocacy plan is prepared based health needs</p> <p>4.5 Advocacy resources are identified based on advocacy plan</p> <p>4.6 Relevant stakeholders and partners are identified based on the health needs</p> <p>4.7 Implementation and evaluation are carried out based on available resources</p>
5 Carry out supportive supervision	<p>5.1 Appraisal of CHVs is conducted based on general performance</p> <p>5.2 Outstanding performance is identified and rewarded based on the set goals and objectives</p> <p>5.3 Areas of improvement are identified based on community health assessment</p> <p>5.4 Corrective action is undertaken on areas identified for improvement</p> <p>5.5 Planning for the next round is done based on community health needs</p>



## 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
Community health units' services may include but are not limited to:	<ul style="list-style-type: none"><li>• Water and sanitation hygiene</li><li>• Advice on maternal and child health</li><li>• Provision of Family planning</li><li>• Growth monitoring for children under 5 years</li><li>• Deworming of children</li><li>• Provision of Long-Lasting Insecticide Treated Nets (LLITNs)</li><li>• Management of diarrhea, injuries, wounds, jiggers and other minor illnesses</li><li>• Provision of Information, Education &amp; Communication (IEC) materials</li><li>• Defaulter tracing/ drug interrupters (ART, TB and Immunization)</li><li>• Referrals to health facilities</li><li>• First Aid Services</li></ul>
Training of CHVs and CHCs may include but are not limited to:	<ul style="list-style-type: none"><li>• Basic<ul style="list-style-type: none"><li>○ Communication</li><li>○ Leadership</li><li>○ Community health and development</li><li>○ Resource Mobilization,</li><li>○ Proposal Writing</li><li>○ Financial Management</li></ul></li><li>• Technical<ul style="list-style-type: none"><li>○ Nutrition</li><li>○ WASH</li><li>○ HIV</li><li>○ Malaria</li></ul></li></ul>

Training materials may include but are not limited to:	<ul style="list-style-type: none"> <li>• Training manuals</li> <li>• Stationery</li> <li>• Flip charts</li> <li>• Projector</li> <li>• Computer</li> </ul>
Roles and responsibilities of Health volunteers and committee may include but are not limited to:	<ul style="list-style-type: none"> <li>• Community mobilization</li> <li>• Conducting home visits</li> <li>• Provide referral services</li> <li>• Collection of health data</li> <li>• Conduct community health training and education</li> <li>• Perform defaulter tracing</li> <li>• Provide essential drugs and supplies</li> <li>• Manage non-communicable diseases</li> <li>• Provide palliative care</li> <li>• Provide psychosocial support</li> <li>• Documentation</li> </ul>
Health messages may include but are not limited to:	<ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Immunization and vaccination</li> <li>• Food production safety and hygiene</li> <li>• Family planning</li> <li>• HIV and Sexually Transmitted Infections (STI's)</li> <li>• Deworming</li> <li>• WASH</li> </ul>
Community health problems may include but are not limited to:	<ul style="list-style-type: none"> <li>• Alcohol-related harms</li> <li>• Food safety and hygiene</li> <li>• Healthcare-associated infections</li> <li>• Communicable and non-communicable disease</li> <li>• Injuries/Accidents</li> <li>• Nutrition and lifestyle diseases</li> <li>• Teen pregnancies</li> <li>• Disabilities</li> <li>• Drug and substance abuse</li> </ul>

Social mobilization and advocacy strategies may include but are not limited to:	<ul style="list-style-type: none"> <li>• Door to door</li> <li>• Awareness walks</li> <li>• Media</li> <li>• Posters</li> <li>• Community barazas and gatherings</li> </ul>
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## 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:

- Leadership
- Problem-solving
- Creativity and innovation
- Basic management
  - Planning
  - Coordination
  - Monitoring
  - Evaluation
- Communication
- Interpersonal
- Report writing
- Analytical
- Advocacy
- Training

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Basic management
- Food production safety and hygiene
- Principles of microbiology and parasitology
- Principles of biochemistry
- Performance appraisal
- Community health strategies
- Training of community health volunteers
- Monitoring and evaluation
- Community health unit services

- Community health problems
- Roles and responsibilities of Health volunteers and committee
- Partnership and inter-sectoral collaborations
- Advocacy and social mobilization

## EVIDENCE GUIDE

1 Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Determined community units' boundaries and selected community health volunteers and committee</li> <li>1.2 Carried out community health assessment and identified community health needs</li> <li>1.3 Trained community health volunteers</li> <li>1.4 Managed Community Health Volunteers and committees</li> <li>1.5 Evaluated and reported CHV and committee's performance and prepared a report</li> <li>1.6 Conducted advocacy, communication and social mobilization</li> <li>1.7 Demonstrated understanding of partnerships and collaborations</li> <li>1.8 Demonstrated understanding of community entry processes</li> <li>1.9 Performed appraisal of CHVs</li> <li>1.10 Carried out supportive supervision</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 A functional community health unit</li> <li>2.2 Computer</li> <li>2.3 Stationery</li> <li>2.4 Training manuals (CHV and CHC training manual)</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written</li> <li>3.3 Case study</li> </ul>

	3.4 Observation 3.5 Third party
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## MONITOR GENDER, DISABILITY AND VULNERABLE GROUPS

**UNIT CODE:** HE/OS/CH/CR/06/5/A

### UNIT DESCRIPTION

This unit specifies the competencies required to monitor gender, disability and vulnerable groups. It involves identifying vulnerable groups, managing gender based violence cases in the community, conducting health needs assessments, carrying out civic education, providing health care and social services linkages and monitor support groups.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Identify vulnerable groups and GBV cases	1.1 <i><b>Vulnerable groups</b></i> in the community are identified, recorded and quantified based on prevailing situation and disasters 1.2 <i><b>GBV cases</b></i> are identified and referred based on standard procedure 1.3 Post Rape Care form are obtained and filled according to guidelines and procedures 1.4 <i><b>Vulnerability contributing factors</b></i> are determined based on community support programme 1.5 Interventions are made based on health needs and available resources. 1.6 Stakeholders and partners are involved based on identified health intervention.
2. Conduct health needs assessments	2.1 Health needs are identified based on community health needs 2.2 Health needs are prioritized based on the level of severity 2.3 Partnerships with local organizations and agencies that may already be serving vulnerable populations in the community' is identified and strengthened 2.4 Community populations and areas that may need targeting are determined based on hazard approach procedures

	<p>2.5 Action on felt needs is implemented based on available resources</p> <p>2.6 <b><i>Needs of vulnerable populations</i></b> are integrated into all aspects of planning and plan development according to severity of situations</p>
3. Carry out civic education	<p>3.1 <b><i>Issues of interest in the community</i></b> are identified according to the community needs</p> <p>3.2 Target audience are identified based on needs assessment outcome</p> <p>3.3 Civic education activity is designed according to the gaps identified</p> <p>3.4 Cohort selection is done based on health message delivery approach and community structure</p> <p>3.5 Civic educators are trained, and pilot test conducted in accordance with needs identified</p>
4. Provide health care and social services linkages	<p>4.1 Health awareness is created based on situational analysis.</p> <p>4.2 Community linkage structures formed based on scope of any existing structures and existing population</p> <p>4.3 Social protection interventions are provided according to needs assessment</p> <p>4.4 Dialogue and health action days are identified according to health status and community health needs</p> <p>4.5 Social assistance programs are initiated according to needs assessment outcome</p> <p>4.6 Services access barriers are identified and addressed in accordance with service delivery procedures</p> <p>4.7 <b><i>Integrated social protection systems</i></b> are expanded according to the linkages created and service requirements</p>
5. Monitor support groups	<p>5.1 Integration of support groups is done based on community health service delivery</p> <p>5.2 Support group training needs are identified based on community health activities.</p> <p>5.3 Service provision is monitored according to community health needs</p>

	5.4 Support group strategies to increase their functionality and health is developed according to performance standard
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## 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
Vulnerability contributing factors may include but are not limited to:	<ul style="list-style-type: none"> <li>• Socio-economic <ul style="list-style-type: none"> <li>○ Poverty</li> <li>○ Malnutrition</li> <li>○ Homelessness</li> <li>○ Poor housing</li> </ul> </li> <li>• Destitution</li> <li>• Religious and cultural beliefs</li> <li>• Political instability</li> <li>• Ignorance</li> </ul>
Vulnerable groups may include but are not limited to:	<ul style="list-style-type: none"> <li>• Children elderly people</li> <li>• Pregnant women</li> <li>• Addicts</li> <li>• Malnourished people</li> <li>• Persons with disability</li> <li>• Ill people/immunocompromised</li> <li>• Patients in need of dialysis</li> <li>• Migrant populations</li> <li>• Specialty care populations e.g. radiation/oncology clinics, methadone clinics</li> </ul>
GBV cases may include but are not limited to:	<ul style="list-style-type: none"> <li>• Sexual/Rape</li> <li>• Violence (domestic)</li> </ul>



Needs of vulnerable populations may include but are not limited to:	<ul style="list-style-type: none"> <li>• Basic/primary needs <ul style="list-style-type: none"> <li>○ Food</li> <li>○ Shelter/housing</li> <li>○ Clothing</li> </ul> </li> <li>• Health</li> <li>• Water and sanitary facilities</li> <li>• Education</li> <li>• Access to information</li> </ul>
Issues of interest in the community may include but are not limited to:	<ul style="list-style-type: none"> <li>• Early pregnancies</li> <li>• Communicable and non-communicable diseases</li> <li>• Environmental Health <ul style="list-style-type: none"> <li>○ Solid waste management</li> <li>○ Liquid waste management</li> <li>○ Air pollution</li> <li>○ Water and sanitation</li> <li>○ Vectors, rodents and vermin control</li> </ul> </li> </ul>
Integrated social protection systems may include but are not limited to:	<ul style="list-style-type: none"> <li>• Local administration</li> <li>• Learning institutions</li> <li>• Child protection centers</li> <li>• Health facilities</li> </ul>

## 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:

- Leadership
- Basic management
- Counselling
- Observation
- Basic research
- Communication
- Networking
- Analytical
- Report writing

- Interpersonal
- Advocacy
- Problem solving
- Critical thinking

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Community needs assessment
- Sexual and reproductive health (SRH)
- Environmental Health
- Environmental health and safety laws and regulations (EMCA)
- Vulnerable groups in the community
- Health care and social services linkages
- Civic education
- Provision of social services
- Community development
- Societal support groups
- Health-threatening 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Established vulnerable groups in the society</li> <li>1.2 Identified and referred GBV cases</li> <li>1.3 Identified health problems</li> <li>1.4 Conducted situational analysis and identified issues of interest in the community</li> <li>1.5 Designed civic education activity and develop modules and materials</li> <li>1.6 Trained Civic educators and conducted civic education</li> <li>1.7 Provided health care and social services linkages</li> <li>1.8 Managed support groups</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Existing project on management of vulnerable groups</li> <li>2.2 Workstation</li> </ul>

	2.3 Computer 2.4 Stationery 2.5 Training Manuals 2.6 Post Rape Care (PRC) Form 2.7 MOH 364 Sexual Gender Based Violence Summary Form
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.