REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

SOCIAL WORKER

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 Kenya's development blue print 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 and this resulted in 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 developing a competency-based curriculum for Social worker Level 5. These Occupational Standards will also be the basis 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 the Social work sector's growth and sustainable development.

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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 to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labor force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Social Work Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Social Worker level 5. These standards will be the basis for development of a competency-based curriculum for Social Work level 5. These Standards will also be the basis for assessment of an individual for competence certification.

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, Social Work SSAC, expert workers and all those who participated in the development of these occupational standards.

CHAIRPERSON
TVET CDACC

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am sincerely 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 the Social work 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.

CHAIRPERSON
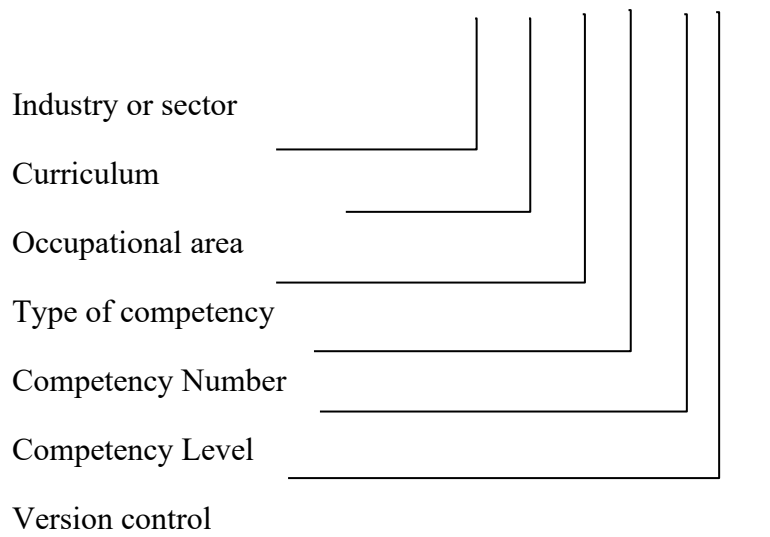**SOCIAL WORK SECTOR SKILLS ADVISORY COMMITTEE**

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ABBREVIATION AND ACRONYMS

CDACC	Curriculum Development Assessment and Certification Council
CU	Curriculum
BC	Basic Competency
CC	Core Competency
CO	Common Units
KCSE	Kenya Certificate of Secondary Education
KNQA	Kenya National Qualifications Authority
OSHA	Occupation Safety and Health Act
PPE	Personal Protective Equipment
SSAC	Sector Skills Advisory Committee
TVET	Technical and Vocational Education and Training

KEY TO UNIT CODE

COD / OS/SW/ BC/ /01/ 5/ A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency Number

Competency Level

Version control

OVERVIEW

The Social work and Community Development Level 5 qualification consists of competencies that a person must achieve to enable him/her work in social work industry. It involves conduct social research works, performing psychosocial support, conducting social policy formulation and public administration, managing project resources, conducting community awareness activities, conflicting resolution and management, performing home-based care and support, carrying out child welfare programmes, managing community-based groups and conducting community crisis and disaster sensitization programmes.

This course consists of basic, core units of competency as indicated below:

BASIC UNITS OF COMPETENCY

Unit code	Unit Title
COD/OS/SW/BC/01/5/A	Demonstrate Communication Skills
COD/OS/SW/BC/02/5/A	Demonstrate Occupational Safety And Health Practices
COD/OS/SW/BC/03/5/A	Demonstrate Numeracy Skills
COD/OS/SW/BC/04/5/A	Demonstrate Digital Literacy
COD/OS/SW/BC/05/5/A	Demonstrate Entrepreneurial Skills
COD/OS/SW/BC/06/5/A	Demonstrate Employability Skills
COD/OS/SW/BC/07/5/A	Demonstrate Environmental Literacy

CORE UNITS OF COMPETENCY

Unit code	Unit Title
COD/OS/SW/CR/01/5/A	Conduct Social Research Works
COD/OS/SW/CR/02/5/A	Psycho Social Support
COD/OS/SW/CR/03/5/A	Conduct Social Policy Formulation And Public Administration

COD/OS/SW/CR/04/5/A	Manage Project Resources
COD/OS/SW/CR/05/5/A	Conduct Community Awareness Activities
COD/OS/SW/CR/06/5/A	Conflict Resolution And Management
COD/OS/SW/CR/07/5/A	Perform Home-Based Care And Support
COD/OS/SW/CR/08/5/A	Child Welfare Programmes
COD/OS/SW/CR/09/5/A	Manage Community-Based Groups
COD/OS/SW/CR/10/5/A	Conduct Community Crisis And Disaster Sensitization Programmes

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: COD/OS/SW/BC/01/5/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements 1.2 Different communication approaches are identified and applied according to clients' needs 1.3 Conflict is identified and addressed as per the standards 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 per organizations' strategic plan 2.2 Channels of communication are established and reviewed based on the workplace needs 2.3 Communication training needs are identified and provided according to SOPs 2.4 Work related network and relationship are maintained based on workplace requirements 2.5 Negotiation and conflict resolution strategies are maintained as per the workplace procedures
3. Conduct workplace interviews	3.1 ***Communication strategies*** are identified and employed in ***interview situations*** based on workplace requirements 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 based on needs
4. Facilitate group discussions	4.1 Mechanisms to enhance *effective group interaction* are identified and implemented according to workplace requirements 4.2 Strategies to encourage group participation are identified and used as per organizations' procedures 4.3 Meetings objectives and agenda are set and followed based on workplace requirements 4.4 Relevant information is provided and feedback obtained according to set protocols 4.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines 4.6 Specific communication needs of individuals are identified and addressed as per individual needs
5. Represent the organization	5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time 5.2 Presentation is made as per appropriate media 5.3 Difference views are respected based on workplace procedures 5.4 Written communication is done as per organizational standards 5.5 Inquiries are responded according to 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
1. Communication strategies may include but not limited to:	• Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request

	• Translation	
	• Restructuring	
	• Approximation	
	• Generalization	
2. Effective group interaction may include but not limited to:	• Identifying and evaluating what is occurring within an interaction in a non-judgmental way	
	• Using active listening	
	• Making decision about appropriate words, behavior	
	• Putting together response which is culturally appropriate	
	• Expressing an individual perspective	
	• Expressing own philosophy, ideology and background and exploring impact with relevance to communication	
	• Openness and flexibility in communication	
3. Interview situations may include but not limited to:	• Establishing rapport	
	• Eliciting facts and information	
	• Facilitating resolution of issues	
	• Developing action plans	
	• Diffusing potentially difficult situations	

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Communication

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

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: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
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: COD/OS/SW/BC/02/5/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes, which make up workplace function.	These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. 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 as per SOPs 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended as per SOPs 1.3 Calculations which may involve a number of steps are performed as per SOPs 1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages as per SOPs 1.5 Conversion between equivalent forms of fractions, decimals and percentages is done as per SOPs 1.6 Order of operations is applied to solve multi-step calculations as per SOPs 1.7 Problem solving strategies are appropriately applied as per SOPs 1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per SOPs

	1.9	Formal and informal mathematical language and symbolism are used to communicate the result of the task as per SOPs.
2. Estimate, measure, and calculate with routine metric measurements for work	2.1	Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace requirements
	2.2	Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements
	2.3	Measurements are estimated and made using correct units as per measurement manuals.
	2.4	Estimations and calculations done as per routine measurements
	2.5	Conversions performed routinely as per metric units
	2.6	Problem solving processes are used to undertake the tasks as per workplace procedures.
	2.7	Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures
	2.8	Information is recorded using mathematical language and symbols appropriate to discuss the task as per workplace procedures.
3. Use routine maps and plans for work	3.1	Features are identified in routine maps and plans as per SOPs
	3.2	Symbols and keys in routine maps and plans are clearly explained as per SOPs
	3.3	Orientation of map to North is identified and interpreted as per SOPs
	3.4	Understanding of direction and location is clearly demonstrated as per SOPs
	3.5	Simple scale is applied to estimate length of objects, or distance to location or object as per SOPs
	3.6	Directions are given and received using both formal and informal language as per SOPs
4. Interpret, draw and construct 2D and 3D shapes for work	4.1	Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations in accordance with job specifications
	4.2	The use and application of shapes elaborately explained as per SOPs
	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 as per workplace procedures.
	4.4	Common angles identified in accordance with SOPs
	4.5	Common angles in everyday objects are appropriately estimated as per SOPs
	4.6	Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures.
	4.7	Common geometric instruments used to draw two dimensional shapes as per SOPs
	4.8	Routine three dimensional objects constructed from given nets as per SOPs.
5. Interpret routine tables, graphs and charts for work	5.1	Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals
	5.2	Common types of graphs and their different uses identified as per SOPs
	5.3	Features of tables, graphs and charts identified as per workplace procedures
	5.4	Information in routine tables, graphs and charts located and interpreted as per workplace procedures
	5.5	Calculations are perform to interpret information as per SOPs
	5.6	How statistics can inform and persuade interpretations is explained as per SOPs
	5.7	Misleading statistical information is identified as per workplace procedures.
	5.8	Information relevant to the workplace is discussed as per workplace procedures.
6. Collect data and construct routine tables and graphs for work	6.1	Features of common tables and graphs identified as per SOPs
	6.2	Uses of *different tables and graphs* identified as per job specifications
	6.3	Data and variables to be collected are determined as per workplace procedures.
	6.4	The audience is determined as per the workplace procedures
	6.5	Method of data collection is select as per job requirement
	6.6	Data is collected as per SOPs
	6.7	Information is collated in a table as per SOPs

	6.8 Suitable scale and axes determined as per job specifications
	6.9 Graph to present information is drafted and drawn as per SOPs
	6.10 Data checked to ensure that it meets the expected results and context as per workplace procedures
	6.11 Information is reported or discussed using formal and informal mathematical language as per workplace procedures
7. Use basic functions of calculator	*7.1* Keys are identified and used for ***basic functions on a calculator*** as per SOPs
	7.2 Calculation is done using whole numbers, money and routine decimals and percentages as per SOPs
	7.3 Calculation done with routine fractions and percentages as per SOPs
	7.4 Order of operations is applied to solve multi-step calculations as per SOPs
	7.5 Results are interpreted, displayed and recorded as per workplace procedures
	7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task as per workplace procedures
	7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task as per workplace procedures.

RANGE

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

Variable	Range
1. Use basic functions of calculator may include but not limited to:	• Addition • Multiplication • Calculate ratios • Conversion of ratios into percentages

2. Different tables and graphs may include but not limited to:	• Bar Graphs • Flow Charts • Pie Charts • Pictograph • Line Graphs • Time Series Graphs • Stem and Leaf Plot • Histogram • Dot Plot • Scatter plot

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:

- Measuring
- Logical thinking
- Computing
- Drawing of graphs
- Applying mathematical formulas
- Analytical

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	Assessment requires evidence that the candidate: 1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 1.2 Estimated, measured and calculated with routine metric measurements 1.3 Applied simple scale to estimate length of objects or distance to location or object 1.4 Used formal and informal mathematical language to describe and compare common angles 1.5 Used common geometric instruments to draw two dimensional shapes 1.6 Collected data and constructed routine tables and graphs 1.7 Used basic functions of calculator correctly
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	Competency may be assessed in: 4.1 On the job 4.2 Off the job 4.3 Industrial attachment
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:COD/OS/SW/BC/03/5/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware, software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements, which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. 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 *Appropriate computer software* is identified according to manufacturer's specification 1.4 *Appropriate computer hardware* 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 *Data security and privacy are classified* in accordance with the prevailing technology 2.2 *Security threats* are identified, **and** *control measures* are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected in accordance with Information security management guidelines 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply	3.1 *Word processing concepts* are applied in resolving

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

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. Appropriate computer hardware may include but not limited to:	• Computer case • Monitor • keyboard • mouse
2. Data security and privacy may include but not limited to:	• Confidentiality of data • Cloud computing • Integrity -but-curious data surfing
3. Security and control measures may include but not limited to:	• Counter measures against cyber terrorism • Risk reduction • Cyber threat issues • Risk management • Pass wording
4. Security threats may include but not limited to:	• Cyber terrorism • Hacking

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
- 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
- Microsoft suite

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 and controlled security threats
	1.2 Detected and protected computer crimes
	1.3 Applied word processing in office tasks
	1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures
	1.5 Opened electronic mail for office communication as per workplace procedure
	1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures
	1.7 Integrated emerging issues in computer ICT applications
	1.8 Applied laws governing protection of ICT
2. Resource Implications	The following resources should be provided:
	2.1 Tablets
	2.2 Laptops
	2.3 Desktop computers
	2.4 Calculators
	2.5 Internet
	2.6 Smart phones
	2.7 Operation Manuals
3. Methods of Assessment	Competency may be assessed through:
	3.1 Written Test
	3.2 Observation
	3.3 Practical assignment

	3.4 Interview/Oral Questioning
4. Context of Assessment	Competency may be assessed in: 4.1 Off the job 4.2 On the job setting 4.3 Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE : COD/OS/SW/BC/04/5/A

UNIT DESCRIPTION

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship, and self-employment, identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation, developing business innovative strategies and developing business plan.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of an Entrepreneur	1.1 Entrepreneurs and Businesspersons are distinguished as per principles of entrepreneurship 1.2 *Types of entrepreneurs* are identified as per principles of entrepreneurship 1.3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship 1.4 *Characteristics of Entrepreneurs* are identified as per principles of Entrepreneurship 1.5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship
2. Demonstrate understanding of Entrepreneurship and self-employment	2.1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship 2.2 Importance of self-employment is analysed based on business procedures and strategies 2.3 *Requirements for entry into self-employment* are identified according to business procedures and strategies 2.4 Role of an Entrepreneur in business is determined according to business procedures and strategies 2.5 Contributions of Entrepreneurs to National development are identified as per business procedures and strategies 2.6 Entrepreneurship culture in Kenya is explored

		as per business procedures and strategies
		2.7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits
3. Identify Entrepreneurship opportunities		3.1 Sources of business ideas are identified as per business procedures and strategies
		3.2 Business ideas and opportunities are generated as per business procedures and strategies
		3.3 Business life cycle is analysed as per business procedures and strategies
		3.4 Legal aspects of business are identified as per procedures and strategies
		3.5 Product demand is assessed as per market strategies
		3.6 Types of **business environment** are identified and evaluated as per business procedures
		3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies
		3.8 Technology in business is incorporated as per best practice
4. Create entrepreneurial awareness		4.1 **Forms of businesses** are explored as per business procedures and strategies
		4.2 Sources of business finance are identified as per business procedures and strategies
		4.3 Factors in selecting source of business finance are identified as per business procedures and strategies
		4.4 **Governing policies** on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies
		4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies
5. Apply entrepreneurial motivation		5.1 **Internal and external motivation** factors are determined in accordance with motivational theories
		5.2 Self-assessment is carried out as per entrepreneurial orientation
		5.3 Effective communications are carried out in accordance with communication principles
		5.4 Entrepreneurial motivation is applied as per motivational theories

6. Develop innovative business strategies	6.1 Business innovation strategies are determined in accordance with the organization strategies
	6.2 Creativity in business development is demonstrated in accordance with business strategies
	6.3 ***Innovative business strategies*** are developed as per business principles
	6.4 Linkages with other entrepreneurs are created as per best practice
	6.5 ICT is incorporated in business growth and development as per best practice
7. Develop Business Plan	7.1 Identified Business is described as per business procedures and strategies
	7.2 Marketing plan is developed as per business plan format
	7.3 Organizational/Management plan is prepared in accordance with business plan format
	7.4 Production/operation plan in accordance with business plan format
	7.5 Financial plan is prepared in accordance with the business plan format
	7.6 Executive summary is prepared in accordance with business plan format
	7.7 Business plan is presented as per best practice

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.

1. **Variable**	**Range**
2. Types of entrepreneurs may include but not limited to:	• Innovators • Imitators • Craft • Opportunistic • Speculators
3. Characteristics of Entrepreneurs may include but not limited to:	• Creative • Innovative • Planner • Risk taker

		• Networker
		• Confident
		• Flexible
		• Persistent
		• Patient
		• Independent
		• Future oriented
		• Goal oriented
4.	Requirements for entry into self-employment may include but not limited to	• Technical skills • Management skills • Entrepreneurial skills • Resources • Infrastructure
5.	Internal and external motivation may include but not limited to:	• Interest • Passion • Freedom • Prestige • Rewards • Punishment • Enabling environment • Government policies
6.	Business environment may include but not limited to:	• External • Internal • Intermediate
7.	Forms of businesses may include but not limited to:	• Sole proprietorship • Partnership • Limited companies • Cooperatives
8.	Governing policies may include but not limited to:	• Increasing scope for finance • Promoting cooperation between entrepreneurs and private sector • Reducing regulatory burden on entrepreneurs • Developing IT tools for entrepreneurs
9.	Innovative business strategies may include but not limited to:	• New products • New methods of production • New markets • New sources of supplies • Change in industrialization

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Decision making
- Business communication
- Change management
- Competition
- Risk
- Net working
- Time management
- Leadership
- Factors affecting entrepreneurship development
- Principles of Entrepreneurship
- Features and benefits of common operational practices, e. g., continuous improvement (kaizen), waste elimination,
- Conflict resolution
- Health, safety and environment (HSE) principles and requirements
- Customer care strategies
- Basic financial management
- Business strategic planning
- Impact of change on individuals, groups and industries
- Government and regulatory processes
- Local and international market trends

- Product promotion strategies
- Market and feasibility studies
- Government and regulatory processes
- Local and international business environment
- Relevant developments in other industries
- Regional/ County business expansion 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:
	1.1 Distinguished entrepreneurs and business persons correctly
	1.2 Identified ways of becoming an entrepreneur appropriately
	1.3 Explored factors affecting entrepreneurship development appropriately
	1.4 Analysed importance of self-employment accurately
	1.5 Identified requirements for entry into self-employment correctly
	1.6 Identified sources of business ideas correctly
	1.7 Generated Business ideas and opportunities correctly
	1.8 Analysed business life cycle accurately
	1.9 Identified legal aspects of business correctly
	1.10 Assessed product demand accurately
	1.11 Determined Internal and external motivation factors appropriately
	1.12 Carried out communications effectively
	1.13 Identified sources of business finance correctly
	1.14 Determined Governing policy on small scale enterprise appropriately
	1.15 Explored problems of starting and operating SSEs effectively
	1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly

		1.17 Prepared executive summary correctly 1.18 Determined business innovative strategies appropriately 1.19 Presented business plan effectively
2.	Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Oral questions 3.3 Third party report 3.4 Interviews 3.5 Portfolio
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
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: COD/OS/SW/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 managing workplace ethics.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 Emotional intelligence is demonstrated 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 based on workplace instructions. 1.6 Self-esteem and a positive self-image are developed and maintained based on values. 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 based on personal objectives
2. Demonstrate interpersonal communication	2.1 Writing skills are demonstrated as per communication policy 2.2 Negotiation and persuasion skills are demonstrated as per communication policy

		2.3 Internal and external stakeholders' needs are identified and interpreted as per the communication policy
		2.4 Communication networks are established based on workplace policy
		2.5 Information is shared as per communication policy
3. Demonstrate critical safe work habits		3.1 Stress is managed in accordance with workplace policy.
		3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.
		3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.
		3.4 *Resources* are utilized in accordance with workplace policy.
		3.5 Work priorities are set in accordance to workplace goals and objectives.
		3.6 Leisure time is recognized and utilized in line with personal objectives.
		3.7 *Drugs and substances of abuse* are identified and avoided based on workplace policy.
		3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.
		3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.
		3.10 *Emerging issues* are identified and dealt with in accordance with organization policy.
4. Lead small teams		4.1 Performance targets for the *team* are set based on organization's objectives
		4.2 Duties are assigned in accordance with the organization policy.
		4.3 *Forms of communication* in a team are established according to organization's policy.
		4.4 Team performance is evaluated based on set targets as per workplace policy.
		4.5 Conflicts are resolved between team members in line with organization policy.
		4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.
		4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.
		4.8 Healthy relationships are developed and maintained in line with workplace.
5. Plan and organize work		5.1 Task requirements are identified as per the workplace objectives

		5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements
		5.3 Work activity is organized with other involved personnel as per the SOPs
		5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.
		5.5 Work activities are monitored and evaluated in line with organization procedures.
		5.6 Job planning is documented in accordance with workplace requirements.
		5.7 Time is managed achieve workplace set goals and objectives.
6.	Maintain professional growth and development	6.1 Personal training needs are identified and assessed in line with the requirements of the job.
		6.2 ***Training and career opportunities*** are identified and utilized based on job requirements.
		6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.
		6.4 Licensees and certifications relevant to job and career are obtained and renewed as per policy.
		6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.
		6.6 Recognitions are sought as proof of career advancement in line with professional requirements.
7.	Demonstrate workplace learning	7.1 Learning opportunities are sought and managed based on job requirement and organization policy.
		7.2 Improvement in performance is demonstrated based on courses attended.
		7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job
		7.4 Time and effort is invested in learning new skills based on job requirements
		7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.
		7.6 New systems are developed and maintained in accordance with the requirements of the job.
		7.7 Awareness of personal role in workplace ***innovation*** is demonstrated based on requirements of the job.
8.	Demonstrate problem solving	8.1 Creative, innovative and practical solutions are developed based on the problem

	skills	8.2	Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.
		8.3	Team problems are solved as per the workplace guidelines
		8.4	Problem solving strategies are applied as per the workplace guidelines
		8.5	Problems are analyzed and assumptions tested as per the context of data and circumstances
9.	Demonstrate workplace ethics	9.1	Policies and guidelines are observed as per the workplace requirements
		9.2	Self-worth and professionalism is exercised in line with personal goals and organizational policies
		9.3	Code of conduct is observed as per the workplace requirements
		9.4	Integrity is demonstrated as per legal requirement

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**
1. Drug and substance abuse may include but not limited to:	Commonly abused • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. Feedback may include but not limited to:	• Verbal • Written • Informal • Formal

3. Relationships may include but not limited to:	• Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships	
4. Forms of communication may include but not limited to:	• Written • Visual • Verbal • Non verbal • Formal and informal	
5. Team may include but not limited to:	• Small work group • Staff in a section/department • Inter-agency group	
6. Personal growth may include but not limited to:	• Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance	
7. Personal objectives may include but not limited to:	• Long term • Short term • Broad • Specific	
8. Trainings and career opportunities may include but not limited to	• Participation in training programs • Technical • Supervisory • Managerial • Continuing Education • Serving as Resource Persons in conferences and workshops	
9. Resource may include but not limited to:	• Human • Financial • Hardware • Software	
10. Innovation may include but not limited to:	• New ideas • Original ideas • Different ideas	

	• Methods/procedures • Processes • New tools
11. Emerging issues may include but not limited to:	• Terrorism • Social media • National cohesion • Open offices
12. Range of media for learning may include but not limited to:	• Mentoring • peer support and networking • IT and courses

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

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
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- 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	Assessment requires evidence that the candidate: 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Led small teams 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take

		place
3. Methods of Assessment		Competency in this unit may be assessed through: 　3.1 Oral questioning 　3.2 Portfolio of evidence 　3.3 Third Party Reports 　3.4 Written tests
4. Context of Assessment		Competency may be assessed: 　4.1 On-the-job 　4.2 Off-the –job 　4.3 During Industrial attachment
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: COD/OS/SW/BC/06/5/A

UNIT DESCRIPTION

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. *Bold and italicized terms are elaborated in the Range*
1. Control environmental hazard	1.1 *Storage methods* for environmentally *hazardous* materials are strictly followed according to environmental regulations and OSHS. 1.2 *Disposal methods* of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 *PPE* is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution *control measures* 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 *noise pollution* is complied with based on *Noise* and Excessive Vibration *Pollution and Control Regulations*, 2009
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 and reducing resource

		consumption are practiced as per the Environmental Management and Coordination Act 1999
4. Evaluate current practices in relation to resource usage	4.1	Information on resource efficiency **systems and procedures** are collected and provided to the work group where appropriate.
	4.2	Current resource usage is measured and recorded by members of the work group.
	4.3	Current purchasing strategies are analyzed and recorded according to industry procedures.
	4.4	Current work processes to access information and data is analyzed following enterprise protocol.
5. Identify Environmental legislations/conventions for environmental concerns	5.1	Environmental *legislations/conventions* and local ordinances are identified according to the different *environmental aspects/impact*
	5.2	*Industrial standard/environmental practices* are described according to the different environmental concerns
6. Implement specific environmental programs	6.1	Programs/Activities are identified according to organizations policies and guidelines.
	6.2	Individual roles/responsibilities are determined and performed based on the activities identified.
	6.3	Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines
	6.4	Stakeholders are consulted based on company guidelines
7. Monitor activities on Environmental protection/Programs	7.1	Activities are periodically monitored and evaluated according to the objectives of the environmental Program
	7.2	Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations
	7.3	Data gathered are analyzed based on evaluation requirements
	7.4	Recommendations are submitted based on the findings
	7.5	Management support systems are set/established to sustain and enhance the program
	7.6	Environmental incidents are monitored and reported to concerned/proper authorities

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. PPE may include but not limited to:	• Mask • Gloves • Goggles • Safety hat • Overall • Hearing protector • Safety boots
2. Environmental pollution control measures may include but not limited to:	• Methods for minimizing or stopping spread and ingestion of airborne particles • Methods for minimizing or stopping spread and ingestion of gases and fumes • Methods for minimizing or stopping spread and ingestion of liquid wastes
3. Waste management procedures may include but not limited to:	• Sorting • Storing of items • Recycling of items • Disposal of items
4. Resources may include but not limited to:	• Electric • Water • Fuel • Telecommunications • Supplies • Materials
5. Workplace environmental hazards may include but not limited to:	• Biological hazards • Chemical and dust hazards • Physical hazards

6. Organizational systems and procedures may include but not limited to:	• Supply chain, procurement and purchasing • Quality assurance • 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:

- Observation
- Measuring
- Writing
- Communication
- Analytical
- Monitoring
- Evaluation

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.
- Measurement and recording of current resource usage
- 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	Assessment requires evidence that the candidate:
	1.1 Controlled environmental hazard
	1.2 Controlled environmental pollution
	1.3 Demonstrated sustainable resource use
	1.4 Evaluated current practices in relation to resource usage
	1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.
	1.6 Described industrial standard environmental practices

		according to the different environmental issues/concerns. 1.7 Resolved problems/ constraints encountered based on management standard procedures 1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines 1.9 Recommended solutions for the improvement of the Program 1.10 Monitored and reported to proper authorities any environmental incidents
2.	Resource Implications	The following resources should be provided: 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE 2.4 Manuals and references 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.6 Case studies/scenarios relating to environmental Protection
3.	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Interview/Third Party Reports 3.5 Portfolio of evidence
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: COD/OS/SW/BC/07/5/A

UNIT DESCRIPTION

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Identify workplace hazards and risk	1.1 ***Hazards*** in the workplace are identified ***based their indicators*** 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 ***OSH concerns*** raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention ***and control measures*** are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 ***Contingency measures***, including ***emergency procedures*** during workplace ***incidents and emergencies*** are recognized and established in accordance with organization procedures.
3. Implement OSH programs	3.1 Company OSH program are identified, evaluated and reviewed based on legal requirements. 3.2 Company OSH programs are implemented as per legal requirements. 3.3 Workers are capacity built on OSH standards and procedures as per legal requirements 3.4 ***OSH-related records*** are maintained as per legal requirements.

RANGE

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

Variable	Range
1. Hazards may include but are not limited to:	- Physical hazards - Biological hazards - Chemical hazards - Ergonomics - Psychological factors - Physiological factors - Safety hazards - Unsafe workers' act
2. Indicators may include but are not limited to:	- Increased of incidents of accidents, injuries - Increased occurrence of sickness or health complaints/ symptoms - Common complaints of workers related to OSH - High absenteeism for work-related reasons
3. Evaluation and/or work environment measurements may include but are not limited to:	- Health Audit - Safety Audit - Work Safety and Health Evaluation - Work Environment Measurements of Physical and Chemical Hazards
4. OSH issues and/or concerns may include but are not limited to:	- Workers' experience/observance on presence of work hazards - Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) - Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines

5.	Prevention and control measures may include but are not limited to:	- Eliminate the hazard - Isolate the hazard - Substitute the hazard with a safer alternative - Use administrative controls to reduce the risk - Use engineering controls to reduce the risk - Use personal protective equipment - Safety, Health and Work Environment Evaluation - Periodic and/or special medical examinations of workers
6.	Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:	- Arm/Hand guard, gloves - Eye protection (goggles, shield) - Hearing protection (ear muffs, ear plugs) - Hair Net/cap/bonnet - Hard hat - Face protection (mask, shield) - Apron/Gown/coverall/jump suit - Anti-static suits - High-visibility reflective vest
7.	Appropriate risk controls	- Eliminate the hazard altogether - Isolate the hazard from anyone who could be harmed - Substitute the hazard with a safer alternative - Use administrative controls to reduce the risk - Use engineering controls to reduce the risk - Use personal protective equipment
8.	Contingency measures may include but are not limited to:	- Evacuation - Isolation - Decontamination - Emergency personnel
9.	Emergency procedures may include but are not limited to:	- Fire drill - Earthquake drill - Basic life support/CPR - First aid - Spillage control - Decontamination of chemical and toxic - Disaster preparedness/management - Set of fire-extinguisher

10. Incidents and emergencies may include but are not limited to:	• Chemical spills • Equipment/vehicle accidents • Explosion • Fire • Gas leak • Injury to personnel • Structural collapse • Toxic and/or flammable vapors emission.
11. OSH-related Records may include but are not limited to:	• Medical/Health records • Incident/accident reports • Sickness notifications/sick leave application • OSH-related trainings obtained

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- Presentation
- Risk assessment
- Evaluation
- Critical thinking
- Problem solving
- Negotiation

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: 1.1 Identified hazards in the workplace based their indicators 1.2 Evaluated workplace hazards based on legal requirements. 1.3 Addressed OSH concerns raised by workers as per legal requirements. 1.4 Implemented hazard prevention and control measures as per legal requirement. 1.5 Conducted risk assessment as per legal requirement. 1.6 Developed risk matrix based on likely impact. 1.7 Recognized and established contingency measures in accordance with organization procedures. 1.8 Identified, evaluated and reviewed company OSH program based on legal requirements. 1.9 Implemented company OSH programs as per legal requirements. 1.10 Capacity built workers on OSH standards and procedures as per legal requirements 1.11 Maintained OSH-related records as per legal requirements.
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview

		3.6 Third party report
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPETENCY

CONDUCT SOCIAL RESEARCH WORKS

UNIT CODE: COD/OS/SW/CR/01/5/A

UNIT DESCRIPTION

This unit cover the competencies required to conduct social research works. It involves identifying research problem, formulating research plan, developing research tools, carrying out data collection, analyzing collected data and preparing research report.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Identify Research Problem	1.1 ***Literature review*** is conducted as per SOPs 1.2 Literature review analysis is conducted as per SOPs 1.3 Research problem is identified based on the analysis
2. Formulate research plan	2.1 Scope of study is established as per the set objectives 2.2 Timeframe is established as per the scope of the study 2.3 Budget is prepared as per organization policy 2.4 Samples size is established as per the scope of the study
3. Develop research tools	3.1 Required tools are identified as per SOPs 3.2 Required tools are designed as per SOPs 3.3 Selected tools are tested as per SOPs 3.4 Research tools are validated as per SOPs
4. Carry out data collection	4.1 Data collection team is established as per organization policy 4.2 Data collection team is trained as per organization policy 4.3 Research tools are administered as per organization policy

5. Analyse collected data	5.1 *Data analysis* tool is prepared as per organization policy
	5.2 Data analysis is conducted as per organization policy
6. Prepare research report	6.1 Report is compiled as per organization policy
	6.2 Report is shared or disseminated as per organization policy
	6.3 Research findings are implemented as per organization policy

RANGE OF VARIABLES

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

VARIABLE	RANGE
1. Literature review may include but not limited to:	• Project reports. • Government agencies reports. • Past research reports. • Development partners reports.
2. Data analysis tool may include but not limited to:	• Excel spreadsheets • Graphs • Charts

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking

- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence
-

Required knowledge

The individual needs to demonstrate knowledge of:
- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in child welfare
- Human growth and development
- Child welfare programmes
- Nutrition and food supply
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to conduct literature review
	1.2 Demonstrated ability to identify research problem
	1.3 Demonstrated ability to establish scope of the study
	1.4 Demonstrated ability to establish time frame of the study
	1.5 Demonstrated ability to prepare a budget
	1.6 Demonstrated ability to establish research sample size
	1.7 Demonstrated ability to identify, design, test, validate and administer research tools
	1.8 Demonstrated ability to establish and train data collection

		team
		1.9 Demonstrated ability to conduct data analysis
		1.10 Demonstrated ability to prepare a report and share the findings
		1.11 Demonstrated ability to implement the recommendations
2.	Resource Implications	The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office 2.3 stationery 2.4 maps 2.5 cameras/ video recorders
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report

4.	Context of Assessment	Competency may be assessed:
		  4.1 On-the-job
		  4.2 Off-the –job
		  4.3 During Industrial attachment

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

PERFORM PSYCHO SOCIAL SUPPORT

UNIT CODE: COD/OS/SW/CR/02/5/A

UNIT DESCRIPTION

This unit cover the competencies required to conduct psychosocial support. It involves conducting psychosocial support intake session, carrying out psychosocial support problem exploration, analyzing psychosocial support problem, carrying out referral and carry out documentation of counselling coded records**.**

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Conduct Psychosocial support intake session.	1.1 Healthy working relationship is established as per organization policy 1.2 The psychosocial support contract is prepared as per organization policy
2. Psycho social support problem exploration	2.1 Clients experiences are explored as per SOPs 2.2 Challenges facing the client are identified based on the experience 2.3 Session notes are taken based on the client experience
3. Analyze psychosocial support problem.	3.1 Problems facing the client are explored as per SOPs 3.2 Presenting and underlying psychosocial support issues are identified based on the problems facing the client 3.3 Session notes are taken based on real and underlying issues

4. Carry out referral	4.1 Client is prepared as per SOPs
	4.2 Referral notes are prepared as per SOPS
	4.3 Client consent is established.
	4.4 Appropriate referral to personnel or institution is selected as per the client's needs
5. Carry out documentation of counselling coded records	5.1 Client confidentiality of counselling *record*s is maintained as per SOPs
	5.2 Documentation tools are prepared as per organization policy
	5.3 Documentation plan is identified as per the organization policy.
	5.4 Documentation procedures are identified as per SOPs
	5.5 Documentation analysis is conducted as per the organization policy
	5.6 Documents are stored as per organisation policy

RANGE OF VARIABLES

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

VARIABLE	RANGE
1. Records	• Client intake form • Counselling notes • Review report • Referral notes • Follow up plan

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation

- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence
- Interviewing skills

Required knowledge

The individual needs to demonstrate knowledge of:
- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in social work
- Human growth and development
- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation programs
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to establish healthy working relationship with a client
	1.2 Demonstrated ability to prepare a psycho social support

		contract 1.3 Demonstrated ability to explore and identify challenges facing a client 1.4 Demonstrated ability to take down session 1.5 Demonstrated ability to identify and implement solutions to challenges in counselling 1.6 Demonstrated ability to review client's needs 1.7 Demonstrated ability to prepare referral notes 1.8 Demonstrated ability to conduct referral 1.9 Demonstrated ability to maintain client's confidentiality 1.10 Demonstrated ability to secure coded counselling records
2.	Resource Implications	The following resources MUST be provided: 2.1 A functional counselling rooms 2.2 Stationery
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report 3.6 project
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CONDUCT SOCIAL POLICY IMPLEMENTATION

UNIT CODE: COD/OS/SW/CR/03/5/A

UNIT DESCRIPTION

This unit covers the competencies required to formulate social policy and Public Administration. It involves identifying social policy problems, carrying out community mobilization, carrying out social policy sensitization and documenting social policy issues.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performances each of the elements. *(Bold and italicised terms are elaborated in the Range)*
a. Identify social policy problems	1.1 *Assessment tools* are identified as per SOPs 1.2 Assessment tools are administered as per SOPs 1.3 Data is collected as per SOPs 1.4 Data is analysed as per organization policy 1.5 Report is prepared and shared as per organization policy
2. 2. Carry out community mobilization	2.1 Community mapping is carried out as per the organization policy 2.2 Target group is identified based on the community mapping 2.3 *Resources* are identified as per organization policy 2.4 Mobilization plan is identified as per organization policy 2.5 Mobilization plan is implemented as per organization policy
3. 3. Carry out social policy sensitization	3.1 Community sensitization objectives are identified as per organisation policy 3.2 Resources for community sensitization plan are identified as per organisation policy

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performances each of the elements. *(Bold and italicised terms are elaborated in the Range)*
	3.3 Time allocation for planned sensitization activities is carried out as per organisation policy 3.4 Identification of the stakeholders is carried out as per organization policy 3.5 Sensitization planning meetings are conducted as per organization policy 2.6 Implementation of social policy sensitization activities is carried out as per organization policy
4. Document social policy issues	4.1 Documentation procedures are identified as per SOPs. 4.2 Documentation plan is identified as per organization policy 4.3 Documentation tools are identified as per organization policy 4.4 Documentation analysis is carried out as per organization policy 4.5 Documents are stored as per the organization policy

Variable	Range
1. Assessment tools may include but not limited to:	• Check list • Questionnaire • Interview guide • Observation schedule
2. Resources may include but not limited to:	• Human resource • Infrastructure • Technological resources • Natural resources • Financial resources

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Nutrition and food supply
- Statistics
- Rehabilitation programmes
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated ability to identify assessment tools in social policy problems
	1.2 Demonstrated ability to administer assessment tools

	1.3 Demonstrated ability to collect and analyse data	
	1.4 Demonstrated ability to prepare a report on social policy problems	
	1.5 Demonstrated ability to carry out community mapping in order to carry out community mobilization	
	1.6 Demonstrated ability to identify target group in community mobilization	
	1.7 Demonstrated ability to identify resources in community mobilization	
	1.8 Demonstrated ability to implement a community mobilization plan	
	1.9 Demonstrated ability identify stakeholders for a social policy community mobilization activity	
	1.10 Demonstrated ability to implement social policy sensitization activity	
	1.11 Demonstrated ability document social policy issues	
2. Resource implications	2.1 A functional office 2.2 A fully equipped simulated operations training office 2.3 Stationery	
3. Methods of Assessment	Competency may be assessed through: 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test	
4. Context of Assessment	Competency may be assessed individually 4.1 on-the-job 4.2 off-the-job 4.3 workplace experience	
5. Guidance information for assessment	This unit may be assessed on an integrated basis with others within this occupational sector	

MANAGE PROJECT RESOURCES

UNIT CODE: COD/OS/SW/CR/04/5/A

UNIT DESCRIPTION:

This unit describes the competencies required to manage project resources. It involves identifying project resources, tracking available resources, identify project resource gaps and document project resources

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performances each of the elements. *(Bold and italicised terms are elaborated in the Range)*
1. Identify project resources	1.1 Community needs are identified as per the organization policy 1.2 project needs are identified as per the organization policy 1.3 *Assessment tools* are developed as per the SOPs 1.4 Data collection methods are devised as per the organization policy 1.5 Community needs and resource register is created as per SOPs
2. Track available resources	2.1 A *community resources* committee is established as per SOPs 2.2 Resource mapping is carried out as per the organization policy 2.3 A *resource register* is created as per organization guidelines 2.4 A work plan is identified as per the project needs. 2.5 Work plan is implemented as per organisation policy. 2.6 A reporting mechanism to the community is established as per organisation policy.
3. Identify project	3.1 Available resources are matched to community

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performances each of the elements. *(Bold and italicised terms are elaborated in the Range)*
resource gaps	needs as per the organisation policy. 3.2 Adequacy of the resources in meeting the community needs is analysed as per the organisation policy 3.3 Shortcomings of the resources in meeting the needs is established as per the organisation policy. 3.4 Capacity gaps of the resources is addressed as per the organization policy
4. Document community resource management.	4.1 Identification plan is developed as per SOPs. 4.2 Best practices are identified as per SOPs. 4.3 The best practises are documented as per organisation policy. 4.4 The best practises are shared as per o

Variable	Range
1. Assessment tools may include but not limited to:	• Check list • Questionnaire • Interview guide • Observation schedule
2. Community resources may include but not limited to:	• Human resource • Infrastructure • Technological resources • Natural resources • Financial resources
3. A resource register may include but not limited to:	• Name of the community • Name of the resource • Resource gaps • Remarks

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Nutrition and food supply
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Assessed community resources 1.2 Identified resource gaps 1.3 Track community resources 1.4 Created community needs and resource register. 1.5 Established community resources committee. 1.6 Identified a work plan 1.7 Identified best practices
2.	Resource implications	2.1 A functional office 2.2 A fully equipped simulated operations training office 2.3 Stationery
3.	Methods of Assessment	Competency may be assessed through: 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	This unit may be assessed on an integrated basis with others within this occupational sector

CARRY OUT COMMUNITY AWARENESS ACTIVITIES

UNIT CODE: COD/OS/SW/CR/05/5/A

UNIT DESCRIPTION

This unit specifies the competencies required to familiarize with the community awareness plan, identify resources required, carry out community awareness activities and document community awareness activities

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Familiarize with the community awareness plan	1.1 An assessment tool for knowledge, attitude and practices is prepared as per SOPs 1.2 Identification of the community ***awareness plan*** is carried out as per the organization policy 1.3 Review of the awareness plan is carried out as per the organization policy
2. Identify resources required	2.1 community awareness planning meetings are conducted as per organization policy 2.2 An inventory of community resources is compiled as per the awareness plan 2.3 Dissemination of information on resources is carried out as per organization policy
3. Carry out community awareness activities	3.1 Identification of community awareness activities is carried out as per organization policy 3.2 Identification of the community awareness messages is carried out as per organization policy 3.3 Identification of the ***channels of***

	communication is carried out as per the planned activities 3.4 Conduct community awareness meetings 3.5 Feedback mechanisms are identified as per the planned activities
4. Document community awareness activities	4.1 Documentation procedures are identified as per SOPs. 4.2 Documentation plan is familiarized with as per organization policy 4.3 **Documentation tools** are identified as per organization policy *4.4* Documentation analysis is carried out as per organization policy 4.5 Documents are stored as per the organization policy

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. Awareness plan may include but not limited to:	• Community name • Sketch map • Timelines • Resource persons • Calendar of events
2. channels of communication may include but not limited to:	• local barazas • ceremonies • harambee meetings • rallies
3. Documentation tools may include but not limited to:	• Cameras • Pens • Chalk/charcoal • Video recorders • Notebooks

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence
- Public speaking

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate: 1.1 demonstrated ability to prepare assessment tools for knowledge, attitude and practices 1.2 demonstrated ability to identify community awareness plan 1.3 demonstrated ability to review community awareness plan 1.4 demonstrated ability to conduct community awareness meetings 1.5 demonstrated ability to take inventory of community resources 1.6 demonstrated ability to disseminate information on community awareness activities 1.7 demonstrated ability to identify and use channels of communication in carrying out community awareness activities 1.8 demonstrated ability to document community awareness procedures 1.9 demonstrated ability to identify documentation tools 1.10 demonstrated ability to analyse documentation of community awareness activities
2. Resource Implications	The following resources MUST be provided: 2.1 Work plans 2.2 Meeting equipment and materials 2.3 Organisation policies 2.4 board room/meeting room 2.5 Fully equipped simulated meeting room 2.6 Censors reports 2.7 Maps

3. Method of Assessment	Competency may be assessed through: 3.1 Written or oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios
4. Context for Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CARRY OUT ADVOCACY AND LOBBYING ACTIVITIES

UNIT CODE: COD/OS/CR/06/5/A

UNIT DESCRIPTION:

This unit describes the competencies required to carry out advocacy and lobbying activities. It involves identifying community socio economic issues, identifying target groups, carrying out problem analysis, supporting implementation of lobbying activities in partnership with stakeholders, documenting the advocacy and lobbying activities.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. *(Bold and italicised terms are elaborated in the Range)*
1. Identify community socio economic issues	1.1 Project Boundaries Are Established as per organisation policy 1.2 *Local leadership* is informed as per organisation policy 1.3 Beneficiaries are identified adhering to gender mainstreaming, human rights-based programming and disability mainstreaming as per legislations 1.4 The process is documented as per organisation policy 1.5 Report is prepared as per SOPs.
2. Identify target groups	2.1 Assessment tools are developed as per organisation policy 2.2 Assessment team is identified and trained as per organisation policy. 2.3 Assessment is conducted as per the SOPs 2.4 Findings are analysed as per SOPs. 2.5 Report is prepared and disseminated as per organisation policy
3. support implementation of lobbying and advocacy activities in partnership with stakeholders	3.1 advocacy objectives are identified as per organisation policy 3.2 Activities are identified as per organisation policy. 3.3 Work plan is prepared as per the activities identified. 3.4 Budget is prepared as per the work plan 3.5 Resources are determined as per the budget.

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. *(Bold and italicised terms are elaborated in the Range)*
	3.6 Timeframe is developed as per organisation policy.
4. Document advocacy and lobbying activities	4.1 Documentation procedures are identified as per SOPs. 4.2 Documentation plan is prepared as per organization policy 4.3 Documentation tools are prepared as per organization policy 4.4 Documentation analysis is conducted as per organization policy 4.5 Documents are stored as per SOPs

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. Local leadership may include but not limited to:	• Religious leaders • Opinion leaders • Political leaders

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Audience mapping
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing

- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:
- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in social development work
- Basic counselling and psychology
- Statistics
- Economics
- Digital literacy

EVIDENCE GUIDE

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Demonstrated ability to establish project boundaries
	1.2 Demonstrated ability to identify beneficiaries of a project
	1.3 Demonstrated ability to carry out documentation process.
	1.4 Demonstrated ability to develop assessment tools
	1.5 Demonstrated ability to analyse findings on problem analysis.
	1.6 Demonstrated ability to identify relevant and advocacy partners
	1.7 Demonstrated ability to strengthen advocacy partnerships
	1.8 Demonstrated ability to design appropriate message for advocacy
	1.9 Demonstrated ability to identify advocacy objectives
	1.10 Demonstrated ability to implement advocacy plans
	1.11 Demonstrated ability to document advocacy and lobbying activities

2.	Resource implications	2.1 A functional operations office 2.2 Work plans 2.3 Maps 2.4 Transport means 2.5 Computer 2.6 Internet connectivity
3.	Methods of Assessment	Competency may be assessed through: 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test
4.	Context of Assessment	Competency may be assessed individually 4.1 on-the-job 4.2 off-the-job 4.3 workplace experience
5.	Guidance information for assessment	This unit may be assessed on an integrated basis with others within this occupational sector

UNDERTAKE CONFLICT RESOLUTION AND MANAGEMENT

UNIT CODE: COD/OS/SW/CR/07/5/A

UNIT DESCRIPTION:

This unit describes the competencies required to undertake conflict resolution and management .It involves identifying community conflict issues, establishing conflict issues, identifying conflict resolution measures, supporting conflict resolution measures and documenting conflict resolution and management activities.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. *(Bold and italicised terms are elaborated in the Range)*
1. Identify community conflict issues	1.1 Inception and introductory meetings are conducted as per organisation policy 1.2 Selection criteria for target population is developed as per organisation policy 1.3 Selection criteria is applied as per organisation policy 1.4 Mobilization of the target group is done as per the selection criteria
2. Establish conflict causes	2.1 Assessment tools for both primary and secondary data sources is developed as per SOPs 2.2 Assessment Tools are administered as per SOPs 2.3 Findings are documented as per organisation policy 2.4 Findings are analysed as per SOPs 2.5 Report is prepared as per SOPs. 2.6 Information is disseminated as per organisation policy
3. Identify conflict resolution measures	3.1 Relevant stakeholders mobilised as per organisation policy 3.2 *Conflict resolution program* formulation meeting conducted as per organisation policy

ELEMENT These describe the key outcomes which make the workplace function	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. *(Bold and italicised terms are elaborated in the Range)*
	3.3 The conflict resolution program is formulated as per SOPs. 3.4 Implementation plan for conflict resolution is identified as per the programme 3.5 Conflict resolution implementation plan is shared as per organisation policy 3.6 Resources are shared as per organisation policy 3.7 Plan is Implemented as per organisation policy
4. Support conflict resolution process	4.1 Monitoring tools are identified as per SOPs 4.2 Monitoring tools are implemented as per organisation policy 4.3 Review of conflict resolution measures/ peace building programmes is done as per organisation policy
5. Document conflict resolution and management activities	5.1 Documentation procedures are identified as per SOPs 5.2 Documentation plan is identified as per the organization policy. 5.3 Documentation tools are prepared based on the documentation plan 5.4 Documentation analysis is conducted as per the organization policy 5.5 Documents are stored as per organization policy

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. Conflict resolution programs may include but not limited to:	• Mediation • Arbitration • reconciliation

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence
- Conflict resolution skills
- Problem solving skills

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in child welfare
- Basic counselling and psychology
- Rehabilitation programs
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

1.	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to mobilize target group 1.2 Demonstrated ability to identify selection criteria to identify target group 1.3 Demonstrated ability to apply selection criteria 1.4 Demonstrated ability to identify assessment tools for both primary and secondary data sources 1.5 Demonstrated ability to administer assessment tools 1.6 Demonstrated ability to disseminate information 1.7 Demonstrated ability to implement conflict resolution programmes 1.8 Demonstrated ability to identify monitoring tools 1.9 Demonstrated ability to review conflict resolution measures 1.10 Demonstrated ability to document conflict resolution and management activities.
2.	Resource implications	The following resources should be provided: 2.1 A functional office 2.2 A fully equipped simulated training office
3.	Methods of Assessment	Competency may be assessed through: 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
4	Guidance information for assessment	This unit may be assessed on an integrated basis with others within this occupational sector

PERFORM HOME BASED CARE AND SUPPORT

UNIT CODE: COD/OS/SW/CR/08/5/A

UNIT DESCRIPTION

This unit covers competencies required to perform home based care and support. It involves identifying community needs, assessing community needs, analysing stakeholders, identifying individual needs, developing an individual care plan, implementing an individual care plan monitoring and documenting home-based care and support activities.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Identify community needs	1.1 Community leadership structures are identified as per SOPs 1.2 Introductory meetings with the community are conducted as per organization policy 1.3 A needs assessment tools are identified and implemented as per organization policy 1.4 A needs assessment is carried out as per the organization policy 1.5 Report is prepared as per the needs assessment
2. Assess community needs	2.1 Assessment tools are developed in collaboration with the ministry of health as per SOPs. 2.2 Targeting of the beneficiaries is done as per organization policy 2.3 Assessment tools are administered as per SOPs 2.4 Data collected is analyzed as per SOPs. 2.5 Assessment report is prepared as per organization policy 2.6 Dissemination of report findings is carried out as per organization policy
3. Analyze stakeholders	3.1 Local and external stakeholders mapping and analysis is done as per organisation policy 3.2 Stakeholders directory is prepared as per organisation policy 3.3 Mobilization of resources in collaboration with the

		stakeholders is done as per organisation policy
4.	Identify individual needs	4.1 Assessment team is identified as per organization policy 4.2 Identification and engagement of community partners is carried out as per organization policy 4.3 Assessment tools are identified and implemented with the partners 4.4 Data collected is analysed as per organization policy 4.5 Setting of health priorities is carried out based on the assessment findings
5.	Develop an individual care plan	5.1 Data collected is analysed as per organization policy 5.2 Setting of health priorities is carried out based on the assessment findings 5.3 *Individual care plans* are developed in collaboration with ministry of health as per SOPs,
6.	Implement an individual care plan	6.1 Resources are allocated based on the care plan 6.2 Individual Plan is implemented based on the allocated resources
7.	Monitor home based care and support activities.	7.1 Indicators aligned to the individual care plan are identified as per SOPs, 7.2 Indicators are tracked based on the care plan 7.3 Indicators are analysed based on the care plan 7.4 Report is prepared as per organisation policy 7.5 Necessary referrals are executed as per SOPs
8.	Document home based care and support activities	8.1 Documentation procedures are identified as per SOPs 8.2 Documents are stored as per organisation policy 8.3 Documentation plan prepared as per the organization policy. 8.4 Documentation tools are prepared as per the documentation plan. 8.5 Documentation analysis is conducted as per the organization policy.

RANGE OF VARIABLES

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

VARIABLE	RANGE
1. Individual care plans (ICP) may include but not limited to:	• Assessment of the client/patient's needs • Identification of effective interventions • Identification of resources • Resource allocation • Review of ICP

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Training
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in child welfare
- Human growth and development

- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation programs
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify community health structures 1.2 Demonstrated ability to map relevant partners 1.3 Demonstrated ability to establish collaborative partners 1.4 Demonstrated ability to develop assessment tools for home based care needs assessment 1.5 Demonstrated ability to collect data and prepare reports 1.6 Demonstrated ability to identify and mobilise resources required for home based care 1.7 Demonstrated ability to develop and implement individual care plan 1.8 Demonstrated ability to develop, implement and monitor advocacy plan 1.9 Demonstrated ability to identify indicators aligned to the individual care plan 1.10 Demonstrated ability to execute referrals 1.11 Demonstrated ability to document home based care and support activities
2. Assessment Resource Implications	The following resources should be provided: 2.1 A functional office 2.2 A fully equipped simulated operations training office
3. Methods of Assessment	Competency in this unit must be assessed through 3.1 Written tests 3.2 Observation 3.3 Oral tests 3.4 Third party report

4. Context of Assessment	Competency may be assessed:
	    4.1 On-the-job
	    4.2 Off-the –job
	    4.3 During Industrial attachment

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

CARRY OUT CHILD WELFARE PROGRAMMES

UNIT CODE: COD/OS/SW/CR/09/5/A

UNIT DESCRIPTION

This unit cover the competencies required to identify child

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Identify child welfare problem.	1.1 Tools are developed as per organization policy 1.2 Tools to analyze child abuse preference are administered as per work place procedures. 1.3 Report findings are analyzed as per SOPs 1.4 Report is shared with the host ministry and partners as per SOPs
2. Assess child welfare problem	2.1 Assessment tools are developed as per SOPs 2.2 The number of children affected is assessed as per the tools developed 2.3 Impact of the problem is determined based on the assessment 2.4 Prevention services available and responses are established as per organisation policy 2.5 Report is prepared as per organisation policy 2.6 Report is disseminated as per organisation policy
3. Create awareness on child protection among community members	3.1 Mapping of existing child protection networks is carried out as per organization policy 3.2 Directory is developed as per organization policy 3.3 Referrals are established based on the directory 3.4 Management and coordination of child protection networks is determined as per SOPs 3.5 Planning and review meetings is done as per organization policy.

4. Carry out reporting and referral of child abuse cases	4.1 Child protection policy is identified as per SOPs 4.2 Child abuse protection programme is identified as per organisation policy 4.3 Child abuse response program is identified as per SOPs 4.4 Reporting mechanism is done in line with the response program 4.5 Resource mobilization strategies are established as per organization policy 4.6 Monitoring and evaluation framework is established as per organization policy.
5. Document child abuse cases	5.1 Documentation procedures are identified as per SOPs 5.2 Documents are stored. 5.3 Documentation plan prepared as per the organization policy. 5.4 Documentation tools are prepared as per organisation policy 5.5 Documentation analysis is conducted as per the organization policy.

RANGE OF VARIABLES

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

VARIABLE	RANGE
1. Child welfare problem may include but not limited to:	• Sexual abuse • Child labour • Neglect

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation

- Boundary setting
- Facilitation
- Training
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:
- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Legal aspects in child welfare
- Human growth and development
- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation programs
- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

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

1.	Critical aspects of competency	Assessment requires evidences that the candidate: 1.1 Demonstrated ability to develop and administer tools to identify child welfare problem 1.2 Demonstrated ability to prepare, analyse and share reports 1.3 Demonstrated ability to identify and administer tools to assess child welfare problems 1.4 Demonstrated ability to map existing child protection networks and create their directory 1.5 Demonstrated ability to establish referrals 1.6 Demonstrated ability to manage and coordinate child protection networks 1.7 Demonstrated ability to identify child protection policy 1.8 Demonstrated ability to strengthen child protection systems 1.9 Demonstrated ability to establish referrals and reporting pathways 1.10 Demonstrated ability to document child welfare programmes
2.	Resource Implications	The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office 2..3 Resource persons
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

MANAGE COMMUNITY-BASED GROUPS

UNIT CODE: COD/OS/SW/CR/10/5/A

UNIT DESCRIPTION

This unit cover the competencies required to manage community-based groups. It identifying target group, mobilizing target group, planning group meetings, planning group activities, carrying out-group activities, monitor group activities and documenting group activities.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range.***
1. Identify target group	1.1 Contact with social development officer is established as per SOPs. 1.2 ***Assessment tools*** are developed as per organization policy 1.3 Assessment tools are administered as per organization policy. 1.4 Assessment report is prepared as per the organization policy. 1.5 Target group is identified as per organization policy 1.6 Project area for a new group is identified as per organization policy 1.7 Gender assessment is done as per SOPs 1.8 Problem analysis is done as per organization policy 1.9 Recruitment of new members is carried out as per organization policy

2. Mobilize target group	2.1 **Key contact person** are identified as per organization policy
	2.2 Sensitization of most key important person is conducted as per organization policy
	2.3 Mobilization plan is implemented as per organization policy
	2.4 Registration of members is done as per organization policy
3. Plan group meetings	3.1 Agenda is prepared as per SOPs
	3.2 Date of the meetings is set as per the group regulations
	3.3 Venue of the meeting is identified and confirmed based on availability
	3.4 **Meeting notice and invitations** are issued to members as per organization policy
	3.5 Group guidelines are established as per objectives
	3.6 Meeting is conducted as per group guidelines
	3.7 Minutes of the meeting are compiled as per SOPs
	3.8 Meeting minutes are shared as per organization policy
4. Organize group leadership	4.1 Group leadership positions are established by members as per organization policy
	4.2 Roles of each position are defined as per organization policy
	4.3 Tenure of office is determined as the group rules
	4.4 Elections are conducted as per the group by laws
	4.5 Orientation of elected leaders is done as per the set group rules
	4.6 Assumption of office is done as per the group rules
5. Develop group objectives	5.1 Problem analysis is conducted as per organization policy
	5.2 Objective*s* are developed in line with identified problem
	5.3 **Objectives** are documented as per organization policy
6. Plan group activities	6.1 Activities are developed in line with set objectives.
	6.2 Resources required for each activity are identified as per the set objectives
	6.3 Activity implementation plan is developed as per organization policy
	6.4 Implementation task force is established as per organization policy

7. Carryout group activities	7.1 Resources needed are mobilized as per organization 7.2 Resources are allocated as per organization policy 7.3 Activity plan is executed/ implemented as per organization policy 7.4 Activity progress report is prepared as per organization policy
8. Monitor group activities	8.1 Monitoring tools are developed as per SOPs 8.2 Monitoring team is established as per organization policy 8.3 Monitoring is conducted based on the tools developed 8.4 Monitoring report is prepared and shared as per organization policy 8.5 Activity review is done when necessary
9. Document group activities	9.1 Documentation tools are prepared as per organization policy 9.2 Documentation plan prepared as per the organization policy. 9.3 Documentation procedures are identified as per SOPs 9.4 Documentation analysis is conducted as per the organization policy 9.5 Documents are stored as per organisation policy

RANGE OF VARIABLES

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

VARIABLE	RANGE
1. Assessment tools may include but not limited to:	• Activities of the group • Contact of the group • Year of registration • Type of the group • Name of the group. • Group membership
2. Key contact person may include but not limited to:	• Community leaders • Community workers • Religious leaders

	• Political leaders
3. Capacity assessment tools may include but not limited to:	• Organization capacity • PESTEL • SWOT • By laws
4. Meeting notice and invitations may include but not limited to:	• Dates • Venue • Time • Agenda
5. Objectives may include but not limited to:	• Specific • Measurable • Achievable • Realistic • Time bound

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Legal aspects in child welfare
- Human growth and development
- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Social research methods
- Statistics
- Economics
- Basic accounting

EVIDENCE GUIDE

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

1. Critical aspects of competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to establish contacts with the social development officer
	1.2 Demonstrated ability to develop and administer assessment tools
	1.3 Demonstrated ability to prepare reports
	1.4 Demonstrated ability to identify target group for a project
	1.5 Demonstrated ability to carry out gender assessment
	1.6 Demonstrated ability to identify key contact persons in a group project
	1.7 Demonstrated ability to carry out sensitization, mobilization and registration of new group members
	1.8 Demonstrated ability to conduct meetings
	1.9 Demonstrated ability to establish group leadership positions and roles
	1.10 Demonstrated ability to conduct group elections
	1.11 Demonstrated ability to develop group objectives
	1.12 Demonstrated ability plan group activities

		1.13 Demonstrated ability to implement group activities 1.14 Demonstrated ability to monitor group activities 1.15 Demonstrated ability to document group activities
2.	Resource Implications	The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office 2.3 Stationery
3.	Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report

4	Context of Assessment	Competency may be assessed:
		    4.1 On-the-job
		    4.2 Off-the –job
		    4.3 During Industrial attachment

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

CONDUCT COMMUNITY CRISIS AND DISASTER SENSITIZATION PROGRAMS

UNIT CODE: COD/OS/SW/CR/11/5/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community crisis and disaster sensitization programs. It involves identifying prevalent community crisis and disasters, creating awareness on the community crisis and disaster, supporting implementation of community disaster prevention and response plan, monitoring community crisis and disasters and documenting community crisis and disasters.

ELEMENT These describe the key outcomes, which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements, which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Identify prevalent community crisis and disasters	1.1 Existing disasters are profiled as per SOPs. 1.2 Existing disasters are categorised as per the profile 1.3 Early warning signs are identified and documented as per organisation policy 1.4 Preference of disaster is determined as per the documentation

2. Create awareness on the community crisis and disasters	2.1	Crisis and disaster partnership partners are identified as per organisation policy
	2.2	collaborative crisis and disaster partnership are strengthened and established as per organisation policy
	2.3	Planning and review meetings are conducted as per the SOPs
3. Support implementation of community disaster prevention and response plan	3.1	An audit on the community disaster prevention and response is carried out as per SOPs
	3.2	***Disaster prevention and response plan*** is identified as per organization policy
	3.3	Resources to implement the plan are mobilised as per organisation policy
	3.4	Potential resource providers are identified as per resource gaps'
4. Monitor community crisis and disasters	4.1	Disaster risk reduction measures implemented as per organisation policy.
	4.2	Disaster response measures are implemented as per organisation policy
	4.3	***Disaster risk measures*** are implemented as per organisation policy.
	4.4	Monitoring and review of response and reduction plan is carried out as per organisation policy
5. Document community crisis and disasters	5.1	Documentation procedures are identified as per SOPs.
	5.2	Documents are stored as per organisation policy
	5.3	Documentation plan prepared as per the organization policy.
	5.4	Documentation tools are prepared as per organisation policy
	5.5	Documentation analysis is conducted as per the organization policy

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. Disaster prevention and response plan may include but not limited to:	• Profiling of potential risks/disasters • Prevention measures • Response measures • Rapid assessment tools • Safeguarding policies
2. Disaster risk measures may include but not limited to:	• Assessment of prevention and response measures • Capacity building • Contingency planning

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit of competency.

Required Skills
The individual needs to demonstrate the following skills:
- Presentation
- Interpersonal relation
- Boundary setting
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:
- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation programs
- Statistics
- Economics
- Basic accounting
- Digital literacy
- Environmental management

EVIDENCE GUIDE

1. Critical aspects of Competency	Assessment requires evidences that the candidate:
	1.1 Demonstrated ability to profile existing disasters
	1.2 Demonstrated ability to categorise existing disasters
	1.3 Demonstrated ability to identify and document early warning signs
	1.4 Demonstrated ability to determine preference of disaster
	1.5 Demonstrated ability to identify crisis and disaster partnerships
	1.6 Demonstrated ability to conduct review meetings
	1.7 Demonstrated ability to carry out an audit of the community disaster prevention and response
	1.8 Demonstrated ability to prepare a prevention and response plan
	1.9 Demonstrated ability to mobilise resources
	1.10 Demonstrated ability to monitor the implementation of a crisis and disaster prevention and response plan
	1.11 Demonstrated ability to document disaster/crisis management
2. Resource implications	The following resources should be provided:
	2.1 A functional office
	2.2 A fully equipped simulated operations training office

		2.3 First aid kit
		2.4 Disaster management equipment
3.	Methods of Assessment	Competency may be assessed through: 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test
4.	Context of Assessment	Competency may be assessed individually 4.1 on-the-job 4.2 off-the-job 4.3 workplace experience
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.