



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**SOCIAL WORKER**

**LEVEL 4**



**TVET CDACC**

**P.O. BOX 15745-00100**

**NAIROBI**

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## **FOREWORD**

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution of Kenya 2010 and this resulted 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 the purpose of developing a competency-based curriculum for Social Work. 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 Social Work sector's growth and development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

## **PREFACE**

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No.4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan labour force.

The TVET Curriculum Development, Assessment and Certification Council (TVET CDACC), in conjunction with Community Development Sector Skills Advisory Committee (SSAC) have developed these Occupational Standards for Social Work level 4. These standards will be the basis for development of a competency-based curriculum for Social Work and Community Development level 4. 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.

These occupational standards have been developed following the CBET framework policy; the CBETA Standards and guidelines provided by the TVET Authority and the Kenya National Qualification framework designed by the Kenya National Qualification Authority.

I am grateful to the Council Members, Council Secretariat, Community Development 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 Community Development 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**

### **COMMUNITY DEVELOPMENT SECTOR SKILLS ADVISORY COMMITTEE**

## **ABBREVIATIONS AND ACRONYMS**

BC	Basic Competency
CC	Core Competency
CDACC	Curriculum Development Assessment and Certification Council
CO	Common Units
CU	Curriculum
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/ 4/ A**

Industry or sector	_____	_____	_____	_____	_____	_____	_____
Occupational Standards	_____	_____	_____	_____	_____	_____	_____
Occupational area	_____	_____	_____	_____	_____	_____	_____
Type of competency	_____	_____	_____	_____	_____	_____	_____
Competency number	_____	_____	_____	_____	_____	_____	_____
Competency level	_____	_____	_____	_____	_____	_____	_____
Control version	_____	_____	_____	_____	_____	_____	_____

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## COURSE OVERVIEW

The Social work and Community Development Level Four (4) qualification consists of competencies that a person must achieve to demonstrate conduct social research, manage project resources, carry out community awareness activities, perform home-based care and support, carry out child welfare programmes and manage community-based groups.

This course consists of basic, core competencies as indicated below:

### Basic Units of competency

Unit of Code	Unit of Title
COD/OS/SW/BC/01/4/A	Demonstrate Communication Skills
COD/OS/SW/BC/02/4/A	Demonstrate Numeracy Skills
COD/OS/SW/BC/03/4/A	Demonstrate Digital Literacy
COD/OS/SW/BC/04/4/A	Demonstrate Entrepreneurial Skills
COD/OS/SW/BC/05/4/A	Demonstrate Employability Skills
COD/OS/SW/BC/06/4/A	Demonstrate Environmental Literacy
COD/OS/SW/BC/07/4/A	Demonstrate Occupational Safety And Health Practices

### Core units of competency

Unit of Code	Unit of Title
COD/OS/SW/CR/01/4/A	Conduct Social Research
COD/OS/SW/CR/02/4/A	Manage Project Resources
COD/OS/SW/CR/03/4/A	Carry Out Community Awareness Activities
COD/OS/SW/CR/04/4/A	Perform Home-Based Care And Child Welfare Support
COD/OS/SW/CR/05/4/A	Carry Out Child Welfare Programmes
COD/OS/SW/CR/06/4/A	Manage Community-Based Groups

## **BASIC UNITS OF COMPETENCY**

## DEMONSTRATE COMMUNICATION SKILLS

**UNIT CODE:** COD/OS/SW/BC/01/4/A

### UNIT DESCRIPTION

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <i><b>appropriate sources</b></i> based on standard procedures 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information based on communication needs 1.3 Appropriate <i><b>medium</b></i> is used to transfer information and ideas in accordance with workplace guidelines 1.4 Appropriate non- verbal communication is used as per the communication needs 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed based on workplace requirements 1.6 Location and storage of information is undertaken according to workplace procedures 1.1 Personal interaction is carried out clearly and concisely according to workplace requirements
2. Complete relevant work-related documents	2.1 Range of forms relating to conditions of employment are completed according to workplace procedures 2.2 Workplace data is recorded based on workplace requirements 2.3 Errors in recording information are identified and acted upon in accordance with workplace policies

	2.4 Reporting requirements are completed according to organizational guidelines
3. Communicate information about workplace processes	3.1 Information sources are identified according to workplace procedures 3.2 <b>Methods of communication</b> are selected based on workplace guidelines 3.3 Multiple operations are communicated according to workplace structure 3.4 Work-related questions are asked and responded based on set protocols 3.5 Information is selected and organized according to workplace requirements 3.1 Verbal and written reporting is undertaken as per workplace requirements 3.2 Communication is maintained according to workplace standards
4. Lead workplace discussions	4.1 Response to workplace issues is sought and provided as per workplace protocol 4.2 Constructive contributions are made based on <b>workplace discussions</b> 4.3 Workplace objectives and action plan are communicated according to workplace requirements
5. Identify and communicate issues arising in the workplace	5.1 Issues and problems are identified as per workplace guidelines 5.2 Problems and issues in the workplace are organized according to workplace operations 5.3 Dialogue is initiated with appropriate personnel as per workplace structure 5.4 Problems and issues raised are communicated as per the workplace reporting procedures

## 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. Methods of communication may include but not limited to:	<ul style="list-style-type: none"> <li>• Non-verbal gestures</li> <li>• Verbal</li> <li>• Face to face</li> <li>• Two-way radio</li> <li>• Speaking to groups</li> <li>• Using telephone</li> </ul>

	<ul style="list-style-type: none"> <li>• Written</li> <li>• Internet</li> </ul>
2. Workplace discussion may include but not limited to:	<ul style="list-style-type: none"> <li>• Coordination meetings</li> <li>• Toolbox discussion</li> <li>• Peer-to-peer discussion</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Active listening
- Interpretation
- Negotiation
- Writing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Organization requirements for written and electronic communication methods
- Effective verbal communication methods
- Report writing
- Effective questioning techniques (clarifying and probing)
- Workplace etiquette

## 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 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively in written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	2. 1 Access to relevant workplace where assessment can take place 2. 2 Appropriately simulated environment where assessment can take place 2. 3 Materials relevant to the proposed activity or tasks

3. Methods of Assessment	3.1 Third-party reports 3.2 Portfolio 3.3 Interview 3.4 Written tests 3.5 Observation 3.6 Oral questioning
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/02/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	1.1 Simple fractions, decimals and percentages identified and interpreted as per standard operating procedures. 1.2 Understanding of place value by organising numbers from smallest to largest demonstrated as SOPs 1.3 Required numerical information located and decision made on appropriate method to solve a problem as per SOPs 1.4 Limited range of calculations performed using the four operations using SOPs 1.5 Links between operations described as per SOPs 1.6 Estimations made to check reasonableness of results of problem-solving process as SOPs 1.7 Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism as per workplace procedures



<p>2. Identify, measure and estimate familiar quantities for work</p>	<p>2.1 Measurement information in workplace tasks and texts identified and interpreted as per workplace procedures.</p> <p>2.2 Familiar units of measurement needed for tasks is identified as per measurements manuals/charts</p> <p>2.3 Familiar and simple amounts estimated as per workplace procedures.</p> <p>2.4 Appropriate measuring equipment selected as per SOPs</p> <p>2.5 <b><i>Simple measuring equipment</i></b> graduated in familiar units to measure relevant quantities is used as per graduation manuals.</p> <p>2.6 Calculation done using familiar units of measurement as per SOPs</p> <p>2.7 Measurements and results checked against estimates as per job specifications.</p> <p>2.8 Results are recorded or reported as per workplace procedures</p> <p>2.9 Results relevant to the workplace task are communicated using informal and some formal mathematical and general language as per workplace procedures.</p>
<p>3. Read and use familiar maps, plans and diagrams for work</p>	<p>3.1 Items and places are in familiar maps, plans and diagrams as per SOPs</p> <p>3.2 Common symbols and keys recognised in familiar maps, plans and diagrams as per SOPs</p> <p>3.3 Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places as per SOPs</p> <p>3.4 Instructions to locate familiar objects or places are given and followed as per SOPs</p> <p>3.5 Informal and some formal oral mathematical language and symbols are used as per SOPs</p>

<p>4. Identify and describe common 2D and some 3D shapes for work</p>	<p>4.1 <i>Common 2D shapes and some common 3D shapes</i> in familiar situations are identified and named as per job requirements</p> <p>4.2 Common 2D shapes and designs are compared and classified as per SOPs</p> <p>4.3 Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes in accordance with workplace procedures.</p> <p>4.4 Simple items used to draw or construct common 2D shapes as per workplace procedures.</p> <p>4.5 Common 3D shapes matched to their 2D sketches or nets as per SOPs</p>
<p>5. Construct simple tables and graphs for work using familiar data</p>	<p>5.1 Common types of graphs are identified and named as per SOPs</p> <p>5.2 Familiar data to be collected is determined in accordance with job specifications.</p> <p>5.3 A method to collect data is selected in accordance with workplace procedures.</p> <p>5.4 A small amount of simple familiar data is collected as per workplace procedures</p> <p>5.5 One or two variables determined from the data collected as per SOPs.</p> <p>5.6 Data ordered and collated as per standard operating procedures.</p> <p>5.7 A table is constructed and data entered as per SOPs</p> <p>5.8 Graphs are constructed using data from table as per job specifications</p> <p>5.9 Results are promptly checked as per workplace procedures</p> <p>5.10 Graph information related to work is reported or discussed using informal and some formal mathematical and general language as per workplace procedures</p>

6. Identify and interpret information in familiar tables, graphs and charts for work	6.1 Simple tables are identified in familiar texts and contexts in accordance with workplace procedures 6.2 Title, headings, rows and columns located in familiar tables as per SOPs 6.3 Information and data in simple tables identified and interpreted as per workplace procedures. 6.4 Information is related in accordance with workplace tasks 6.5 Familiar graphs and charts are identified in familiar texts and contexts as per SOPs 6.6 Title, labels, axes, scale and key from familiar graphs and charts are located as per SOPs 6.7 Information and data in familiar graphs and charts are identified and interpreted as per job requirements 6.8 Information is related to relevant workplace tasks as per job requirements.
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## RANGE

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

Variable	Range
1. Simple measuring equipment may include but not limited to:	<ul style="list-style-type: none"> <li>• Rulers</li> <li>• Watches/clocks</li> <li>• Scales</li> <li>• Thermometers</li> <li>• AVO meter</li> </ul>
2. Common 2D shapes and common 3D shapes may include but not limited to:	<ul style="list-style-type: none"> <li>• Round</li> <li>• Square</li> <li>• Rectangular</li> <li>• Triangle</li> <li>• Sphere</li> <li>• Cylinder</li> <li>• Cube</li> <li>• Polygons</li> <li>• Cuboids</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

## Required Skills

The individual needs to demonstrate the following skills:

- 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 Simple fractions, decimals and percentages are correctly identified and interpreted 1.2 Performed a limited range of calculations using the 4 operations 1.3 Performed calculations using familiar units of measurement 1.4 Recognised common symbols and keys in familiar maps, plans and diagrams
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	1.5 Constructed simple tables and graphs using familiar data 1.6 Identified and interpret information in familiar tables, graphs and charts
2. Resource Implications	2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place 2.3 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Interview 3.3 Oral Questioning
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 DIGITAL LITERACY

**UNIT CODE:** COD/OS/SW/BC/03/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving tasks and applying internet and email in communication at workplace.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify computer software and hardware	1.1 <i><b>Appropriate computer software</b></i> is identified according to manufacturer's specification 1.2 <i><b>Appropriate computer hardware</b></i> is identified according to manufacturer's specification
2. Apply security measures to data, hardware, software	2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the technological situation 2.2 <i><b>Security and control measures</b></i> are applied in accordance with laws governing protection of ICT 2.3 Computer threats and crimes are detected as per information security management guidelines. 2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	3.1 Basic word processing concepts are applied in resolving workplace tasks 3.2 Word processing utilities are applied in accordance with workplace procedures 3.3 Data is manipulated on worksheet in accordance with office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance with office procedures 4.2 Office internet functions are defined and executed in accordance with office procedures 4.3 Network configuration and uses are determined in accordance with office operations 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.

Range	Variable
1. Appropriate computer software may include but not limited to:	<ul style="list-style-type: none"><li>• Operating system</li><li>• MS office</li><li>• Web browser</li><li>• Media players</li></ul>
2. Appropriate computer hardware may include but not limited to:	<ul style="list-style-type: none"><li>• Computer Case</li><li>• Monitor</li><li>• Keyboard</li><li>• Mouse</li><li>• Hard Disk Drive</li><li>• Motherboard</li><li>• Video Card</li></ul>
3. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"><li>• Confidentiality</li><li>• Cloud computing</li><li>• Confidentiality</li><li>• Cyber terrorism</li><li>• Integrity -but-curious data serving</li></ul>
4. Security and control measures may include but not limited to:	<ul style="list-style-type: none"><li>• Countermeasures and risk reduction</li><li>• Cyber threat issues</li><li>• Risk management</li></ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Analytical
- Interpretation
- Typing
- Communication
- Computing

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of concept
- Function of computer software
- Data security and privacy
- Security threats and control measures
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
  - ✓ Functions and concepts of word processing.
  - ✓ Documents and tables creation and manipulations
  - ✓ Mail merging
  - ✓ Word processing utilities
- Spread sheet;
  - ✓ Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
- Networking and Internet;
  - ✓ Meaning, functions and uses of networking and internet.
  - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
  - ✓ Identify and apply emerging trends and issues in ICT
  - ✓ Challenges posed by emerging trends and issues

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"><li>1.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification</li><li>1.2 Identified concepts, types and functions of computer software according to operation manual</li><li>1.3 Identified and controlled security threats</li><li>1.4 Detected and protected computer crimes</li><li>1.5 Applied word processing in office tasks</li></ul>
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	1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures 1.7 Used Electronic Mail for office communication as per workplace procedure 1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures 1.9 Applied laws governing protection of ICT
2. Resource Implications	2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place 2.3 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency may be assessed through: 3.1 Written tests 3.2 Practical assignment 3.3 Interview 3.4 Oral Questioning 3.5 Observation
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 ENTREPRENEURIAL SKILLS

**UNIT CODE:** COD/OS/SW/BC/04/4/A

### UNIT DESCRIPTION

This unit covers the competencies required demonstrate entrepreneurial skills. It involves creating and maintaining small scale business, establishing small scale business customer base, managing small scale business and growing/ expanding small scale business.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the <b>key outcomes</b> which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Create and maintain small scale business	<ul style="list-style-type: none"><li>1. 1 Generation and evaluation of business ideas is undertaken in accordance with the existing procedure</li><li>1. 2 Competencies are matched with business opportunities in accordance with business practices.</li><li>1. 3 Procedure for starting a small business is identified as per the legal requirements</li><li>1. 4 SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures</li><li>1. 5 <b><i>Business operations</i></b> are monitored and controlled following established procedures.</li><li>1. 6 Quality assurance measures are implemented in accordance with the business practices.</li><li>1. 7 Good relations are maintained with staff/workers as per the workplace policies.</li><li>1. 8 Policies and procedures on occupational safety and health and environmental concerns are constantly observed as per the workplace policies</li></ul>
2. Establish small scale business customer base	<ul style="list-style-type: none"><li>2. 1 Good customer relations are maintained in accordance with office procedures</li><li>2. 2 New customers and markets are identified, explored and reached out to according to the marketing plan</li><li>2. 3 Promotions/Incentives are offered to loyal customers in accordance with office procedures</li></ul>

	<p>2. 4 Additional products and services are evaluated and tried in accordance with marketing strategy</p> <p>2. 5 Customer record is maintained in accordance with office procedures</p>
3. Manage small scale business	<p>3.1 Enterprise is built up and sustained in line with judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured as per the internal controls.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided as per the marketing strategy</p> <p>3.4 Basic cost-benefit analysis are undertaken in accordance with office procedures</p> <p>3.5 Basic financial management are undertaken in accordance with office procedures</p> <p>3.6 Basic financial accounting in undertaken in accordance with office procedures</p> <p>3.7 Business <b>internal controls</b> are implemented in accordance with office procedure</p> <p>3.8 Setting business priorities and strategies is carried out according to office procedures</p> <p>3.9 Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures</p> <p>3.10 Preparation of business plans for small business is undertaken in accordance with <b>business strategy</b></p> <p>3.11 Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP)</p>
4. Grow/ expand small scale business	<p>4.1 Prepared business growth strategy for small sale business in accordance with office procedures</p> <p>4.2 Incorporated technology in small scale business growth in accordance with technological trends</p> <p>4.3 Emerging issues and trends are considered in accordance with business growth strategy</p> <p>4.4 Built audience interest in product/service according to growth strategy</p> <p>4.5 Boosted cooperate communication according to business <b>communication strategy</b></p>

## RANGE

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

Variable	Range
1. Business operations may include but not limited to:	<ul style="list-style-type: none"> <li>• Purchasing</li> <li>• Accounting/administrative</li> <li>• Work production/operations/sales</li> <li>• Marketing</li> </ul>
2. Internal control may include but not limited to:	<ul style="list-style-type: none"> <li>• Accounting systems</li> <li>• Financial statements/reports</li> <li>• Cash management</li> <li>• Human resource management</li> </ul>
3. Business Strategy may include but not limited to:	<ul style="list-style-type: none"> <li>• Management of wastages</li> <li>• Environmental Conservation</li> </ul>
4. Communication strategy may include but not limited to:	<ul style="list-style-type: none"> <li>• Blue print of exchange of information</li> <li>• Technology and exchange of information</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Marketing
- Advertising
- Basic bookkeeping
- Accounting
- Communication

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Generation and evaluation of business ideas
- Legal requirements for starting a small business

- SWOT/ PESTEL analysis
- Occupational Safety and Health
- Public relations concepts
- Business plan
- Business financing
- Marketing strategies
- Business management and control
- Production/ operation process
- Product promotion strategies
- Market and feasibility studies
- Business ethics
- Building customer relations
- Business models and strategies
- Types and categories of businesses
- Business internal controls
- Relevant national and local legislation and regulations
- Basic quality control and assurance concepts
- Building relations with customer and employees
- Building competitive advantage of the enterprise
- Business growth 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Demonstrated entrepreneurial skills</li> <li>1.2 Demonstrate competencies to create a small-scale business</li> <li>1.3 Demonstrated ability to conceptualize and plan a micro/small business</li> <li>1.4 Grew customer base for the small-scale business</li> <li>1.5 Demonstrated ability to manage/operate a micro/small-scale business</li> <li>1.6 Demonstrated competencies to grow a micro/small-scale business</li> </ul>
2.Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Assessment location</li> <li>2.2 Case studies on micro/small-scale enterprises</li> <li>2.3 Assessment materials</li> </ul>

3.Methods of Assessment	Competency in this unit may be assessed through: 3.1 Written tests 3.2 Observation 3.3 Oral questioning 3.4 Portfolio 3.5 Projects
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/05/4/A

### UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Conduct self-management	1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives 1.2 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

<p>2. Demonstrate critical safe work habits</p>	<p>2.1. Stress is managed in accordance with workplace policy.</p> <p>2.2. Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>2.3. Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>2.4. <b>Resources</b> are utilized in accordance with workplace policy.</p> <p>2.5. Work priorities are set in accordance to workplace goals and objectives.</p> <p>2.6. Leisure time is recognized and utilized in line with personal objectives.</p> <p>2.7. <b>Drugs and substances of abuse</b> are identified and avoided based on workplace policy.</p> <p>2.8. HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>2.9. Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>2.10. <b>Emerging issues</b> are identified and dealt with in accordance with organization policy.</p>
<p>3. Demonstrate workplace learning</p>	<p>3.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>3.2 Improvement in performance is demonstrated based on courses attended.</p> <p>3.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>3.4 Time and effort is invested in learning new skills based on job requirements</p> <p>3.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>3.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>3.7 Awareness of personal role in workplace <b>innovation</b> is demonstrated based on requirements of the job.</p>
<p>4. Demonstrate workplace ethics</p>	<p>4.1 Policies and guidelines are observed as per the workplace requirements</p> <p>4.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p> <p>4.3 Code of conduct is observed as per the workplace requirements</p> <p>4.4 Integrity is demonstrated as per legal requirement</p>



## RANGE

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

Range	Variable
1. Personal objectives may include but not limited to:	<ul style="list-style-type: none"><li>• Long term</li><li>• Short term</li><li>• Broad</li><li>• Specific</li></ul>
2. Feedback may include but not limited to:	<ul style="list-style-type: none"><li>• Verbal</li><li>• Written</li><li>• Informal</li><li>• Formal</li></ul>
3. Team may include but not limited to:	<ul style="list-style-type: none"><li>• Small work group</li><li>• Staff in a section/department</li><li>• Inter-agency group</li></ul>
4. Drug and substance abuse may include but not limited to:	<ul style="list-style-type: none"><li>• Alcohol</li><li>• Tobacco</li><li>• Miraa</li><li>• Over-the-counter drugs</li><li>• Cocaine</li><li>• Bhang</li><li>• Glue</li></ul>
5. Emerging issues may include but not limited to:	<ul style="list-style-type: none"><li>• Terrorism</li><li>• Social media</li><li>• National cohesion</li><li>• Open offices</li></ul>
6. Range of media for learning may include but not limited to:	<ul style="list-style-type: none"><li>• Mentoring</li><li>• peer support and networking</li><li>• IT and courses</li></ul>
7. Innovation may include but not limited to:	<ul style="list-style-type: none"><li>• New ideas</li><li>• Original ideas</li><li>• Different ideas</li><li>• Methods/procedures</li><li>• Processes</li><li>• New tools</li></ul>

## 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
- Critical thinking
- Observation
- Organizing
- Record keeping
- Problem solving
- Decision Making
- Resource utilization

### **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
- Record keeping
- Workplace problems and how to deal with them
- Assertiveness
- Team work
- HIV and AIDS
- Drug and substance abuse
- 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 critical safe work habits 1.3 Demonstrated workplace learning 1.4 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 <b>4.3</b> 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/06/4/A

### UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Control environmental hazard	1.1 Storage methods for environmentally hazardous materials are followed according to environmental regulations and OSHS. 1.2 Disposal methods of hazardous wastes are followed according to environmental regulations and OSHS. 1.3 <i><b>PPE</b></i> is used according to OSHS.
2. Control environmental pollution	2.1 <i><b>Environmental pollution control measures</b></i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing noise pollution complied following environmental regulations.
3. Demonstrate sustainable use of resource s	3.1 Methods for minimizing wastage are complied with. 3.2 <i><b>Waste management procedures</b></i> are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency <i><b>systems and procedures</b></i> are collected and provided as per work groups/sector 4.2 <i><b>Current resource usage</b></i> is measured and recorded as per work group/sector

	<p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify environmental legislations/conventions for environmental concerns	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental practices are described according to the different environmental concerns</p>

## RANGE

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

Variable	Range
1. PPE may include but are not limited to:	<ul style="list-style-type: none"> <li>• Masks</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Safety hat</li> <li>• Overall</li> <li>• Hearing protector</li> <li>• Safety boots</li> </ul>
2. Environmental pollution control measures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Methods for minimizing or stopping spread and ingestion of airborne particles</li> <li>• Methods for minimizing or stopping spread and inhaling gases and fumes</li> <li>• Methods for minimizing or stopping spread and ingestion of liquid wastes</li> </ul>
3. Waste management procedures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Sorting</li> <li>• Storing of items</li> <li>• Recycling of items</li> <li>• Disposal of items</li> <li>• Handling</li> <li>• Transport</li> </ul>

4. Current resources usage may include but are not limited to:	<ul style="list-style-type: none"> <li>• Electric</li> <li>• Water</li> <li>• Fuel</li> <li>• Telecommunications</li> <li>• Supplies</li> <li>• Materials</li> </ul>
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## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Measuring
- Recording
- Analytical
- Monitoring
- Writing
- Communication

### 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
- Principle of 3Rs
- Types of resources

- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information

## 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 hazards 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage
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 (e.g. cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPEs 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 tests 3.4 Third party reports 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.
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## DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** COD/OS/SW/BC/07/4/A

### UNIT DESCRIPTION

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves observing workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Adhere to workplace procedures for hazards and risk prevention	1.1 Arrangement of work area and items in accordance with workplace procedures requirements 1.2 Work standards and procedures are followed based on instructions 1.3 <i><b>Prevention and control measures</b></i> are applied based on instructions
2. Participate in arrangements for workplace safety and health maintenance	2.1 Orientations on <i><b>OSH requirements and regulations</b></i> is undertaken in line with policy. 2.2 Feedback on occupational health and safety are provided as per workplace instructions. 2.3 Workplace procedures for reporting hazards, incidents, injuries and sickness are adhered to as per workplace policy. 2.4 <i><b>OSH-related training needs</b></i> are identified and proposed as per workplace 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. Prevention and control measures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Eliminate the hazard</li> <li>• Isolate the hazard</li> <li>• Substitute the hazard with a safer alternative</li> <li>• Use administrative controls to reduce the risk</li> <li>• Use engineering controls to reduce the risk</li> <li>• Use personal protective equipment</li> <li>• Safety, Health and Work Environment Evaluation</li> <li>• Periodic and/or special medical examinations of workers</li> </ul>
2. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:	<ul style="list-style-type: none"> <li>• Arm/Hand guard, gloves</li> <li>• Eye protection (goggles, shield)</li> <li>• Hearing protection (ear muffs, ear plugs)</li> <li>• Hair Net/cap/bonnet</li> <li>• Hard hat</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> <li>• High-visibility reflective vest</li> </ul>
3. Incidents and emergencies may include but are not limited to:	<ul style="list-style-type: none"> <li>• Chemical spills</li> <li>• Equipment/vehicle accidents</li> <li>• Explosion</li> <li>• Fire</li> <li>• Gas leak</li> <li>• Injury to personnel</li> <li>• Structural collapse</li> <li>• Toxic and/or flammable vapors emission.</li> </ul>
4. OSH requirements / regulations may include but are not limited to:	<ul style="list-style-type: none"> <li>• Building code</li> <li>• Permit to Operate</li> </ul>

5. OSH-related trainings may include but are not limited to:	<ul style="list-style-type: none"> <li>• Safety Orientations relevant to tasks</li> <li>• Safe and Correct Operation of Tools and Equipment</li> <li>• Health Orientations/trainings</li> <li>• Prevention and Control of OSH Hazards in the workplace</li> <li>• Chemical Handling</li> <li>• Safety Trainings</li> <li>• Prevention and Control of Work-related Injuries and Illness</li> <li>• Basic First-aid Trainings</li> <li>• Emergency Response Trainings</li> <li>• Trainings on use of fire-extinguisher</li> </ul>
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## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Knowledge management
- Collaborating
- Interpersonal
- Troubleshooting
- Critical thinking
- Observation

### Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH principles and legislations
- Principles of good housekeeping (5S)
- Company/workplace policies/ guidelines
- Standards and safety requirements of work process and procedures
- Standard Workplace emergency plan and procedures
- Safety and health requirements of tasks
- Workplace guidelines on providing feedback on OSH and security concerns
- OSH regulations
- Hazard control procedures
- OSH trainings relevant to work

## EVIDENCE GUIDE

1. This provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge and range. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1. Arranged work area and items in accordance with</li> <li>1.2. workplace procedures requirements</li> <li>1.3. Followed work standards and procedures based on instructions</li> <li>1.4. Applied <b><i>Prevention and control measures</i></b> based on instructions</li> <li>1.5. Undertook orientations on <b><i>OSH requirements and regulations</i></b> in line with policy.</li> <li>1.6. Provided feedback on occupational health and safety as per workplace instructions.</li> <li>1.7. Adhered to workplace procedures for reporting hazards, incidents, injuries and sickness to as per workplace policy.</li> <li>1.8. Identified and proposed <b><i>OSH-related training needs</i></b> as per workplace policy.</li> </ul>
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place</li> </ul>
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> <li>3.1 Oral questioning</li> <li>3.2 Portfolio of evidence</li> <li>3.3 Third Party Reports</li> <li>3.4 Written tests</li> </ul>
4. Context of Assessment	Competency may be assessed: <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ul>
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

**UNIT CODE:** COD/OS/SW/CR/01/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to conduct social research work. It involves; preparing for social research, applying social research tools and preparing social research report.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Prepare for social research	1.1 Familiarize with literature review as per SOPs 1.2 An analysis of <i><b>sources of research problems</b></i> is done as per social needs 1.3 Research problem is identified based on the analysis 1.4 Familiarize with the objectives of the study based on the research problem 1.5 Scope of study is identified as per the set objectives 1.6 Research timeframe is identified as per the scope of the study 1.7 Samples size is identified as per the scope of the study 1.8 <i><b>Research budget</b></i> is adopted as per organization policy
2. Apply social research tools	2.1 Required <i><b>research tools</b></i> are identified as per SOPs 2.2 Required research tools are adopted as per SOPs 2.3 Adopted research tools are tested as per SOPs 2.4 Tested research tools are validated as per SOPs 2.5 Validated research tools are administered as per organization policy
3. Prepare social research report	3.1 Data <i><b>analysis tools</b></i> are administered as per the organization Policy 3.2 Data analysis is conducted as per the organization Policy 3.3 Report is compiled as per the organization Policy 3.4 Report is shared 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. Sources of research problems may include but not limited to:	<ul style="list-style-type: none"><li>• Theory deduction</li><li>• Past researches and literature review</li><li>• Casual observation</li><li>• Current social and economic issues</li><li>• Funding agencies</li></ul>
2. Research budget may include but not limited to:	<ul style="list-style-type: none"><li>• Direct Costs</li><li>• Facilities</li><li>• Administrative costs</li></ul>
3. Research tools may include but not limited to:	<ul style="list-style-type: none"><li>• Interview guide</li><li>• Questionnaires</li><li>• Observation check list</li></ul>
4. Data analysis tool may include but not limited to:	<ul style="list-style-type: none"><li>• Excel spreadsheets</li><li>• Graphs</li><li>• Charts</li></ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Planning and prioritization
- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- Decision making

- Emotional intelligence
- Interviewing skills
- Referencing style

### 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	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1Familiarized with literature review</li> <li>1.2Carried out an analysis of sources of research problems</li> <li>1.3Demonstrated ability to identified research timeframe</li> <li>1.4Demonstrated ability to adopt a research budget</li> <li>1.5Demonstrated ability to identified samples size</li> <li>1.6Demonstrated ability to identify and adopt research tools</li> <li>1.7Demonstrated ability to test adopted research tools</li> <li>1.8Demonstrated ability to validated adopted research tools</li> <li>1.9Demonstrated ability to administer validated research tools</li> <li>1.10Demonstrated ability to administer data analysis tools</li> <li>1.11Demonstrated ability to conducted data analysis</li> <li>1.12Demonstrated ability to compile a research report</li> <li>1.13Demonstrated ability to share a research report</li> </ul>
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 1.5 cameras/ video recorders
2. 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. 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	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

## MANAGE PROJECT RESOURCES

**UNIT CODE:** COD/OS/SW/CR/02/04/A

### UNIT DESCRIPTION

This unit covers the competencies required to manage project resources. It involves; identifying project resources mobilization of resources, tracking available resources and documenting community resources and management.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make the workplace function	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performances each of the elements.  <i>(Bold and italicized terms are elaborated in the Range)</i>
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 Resource <b>assessment tools</b> are utilized as per the SOPs 1.4 Data collection methods are adopted as per the organization policy 1.5 Analysis of data collected 1.6 Community needs and resource register is developed as per SOPs
2. Resources mobilization	2.1 Resources are identified and defined as per community or project needs 2.2 Various levels of mobilization are identified as per organization policy 2.3 Various levels of mobilization are documented as per organization policy 2.4 A resource register is developed as per organization policy
3. Track available resources	3.1 Participation in the <b>community resources</b> committee is carried out as per SOPs 3.2 Resource mapping is carried out as per the organization policy 3.3 <b>A resource register</b> is utilized as per organization guidelines 3.4 Work plan is implemented as per organization policy. 3.5 A reporting mechanism on the utilization of resources to the community is adhered to as per organization policy. 3.6 Report is prepared as per SOPs

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make the workplace function	These are assessable statements which specify the required level of performances each of the elements.  <i>(Bold and italicized terms are elaborated in the Range)</i>
4. Documentation of community resources and management.	4.1 Best practices and success stories are identified as per SOPs 4.2 Familiarization with documentation procedures as per organization policy. 4.3 Familiarization with documentation plan per organization policy 4.4 Documentation tools are identified as per organization policy 4.5 Documents are stored as per the organization policy

## RANGE OF VARIABLES

<b>Variable</b>	<b>Range</b>
1. Assessment tools may include but not limited to:	<ul style="list-style-type: none"> <li>• Check list</li> <li>• Questionnaire</li> <li>• Interview guide</li> <li>• Observation schedule</li> </ul>
2. Community resources may include but not limited to:	<ul style="list-style-type: none"> <li>• Human resource</li> <li>• Infrastructure</li> <li>• Technological resources</li> <li>• Natural resources</li> <li>• Financial resources</li> </ul>
3. A resource register may include but not limited to:	<ul style="list-style-type: none"> <li>• Name of the community</li> <li>• Name of the resource</li> <li>• remarks</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Planning and prioritization
- Self-awareness
- Report writing
- Critical thinking
- 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 policies and interventions
- Social research
- Statistics
- Economics
- Basic accounting
- Digital literacy

## EVIDENCE GUIDE

1. Critical Aspects of Competency	1.1 Assessment requires evidence that the candidate: 1.2 Identified community needs 1.3 Identified project needs 1.4 Utilized assessment tools 1.5 Adopted data collection methods 1.6 Utilized community needs and resource register
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	1.7 Carried out participation in the community resources committee 1.8 Carried out resource mapping 1.9 Utilized a resource register 1.10 Implemented work plan 1.11 Adhered to the community reporting mechanism 1.12 Prepared a report 1.13 Familiarization with documentation procedures and plans 1.14 Stored documents
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 3.7 Case studies
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/03/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to carry out community awareness activities. It involves; identifying social policy problems, identifying resources required, carrying out community mobilization, carrying out community awareness activities and carrying out social policy sensitization.

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify social policy problems	1.1 Familiarizes with social policies as per SOPs 1.2 <i><b>Assessment tools</b></i> are identified as per SOPs 1.3 Assessment tools are administered as per SOPs 1.4 Familiarizes with policy formulation process as per organization policy 1.5 Data is collected as per SOPs 1.6 Data is analysed as per organization policy 1.7 Report is prepared and shared as per organization policy
2. Identify resources required	2.1 Participation in community awareness planning meetings as per organization policy 2.2 An inventory of community resources is compiled as per the awareness plan 2.3 Dissemination of information as per organization policy
3. Carry out community mobilization	3.1 Community mapping is carried out as per the organization policy 3.2 Target group is identified based on the community mapping 3.3 <i><b>Community resources</b></i> are identified as per organization policy 3.4 Mobilization plan is identified as per organization policy 3.5 Mobilization plan is implemented as per organization policy

4. Carry out community awareness activities	4.1 Familiarize with community awareness activities as per organization policy 4.2 An assessment tool for knowledge, attitude and practices is utilized as per SOPs 4.3 Adoption of the <b>community awareness</b> plan as per the organization policy 4.4 Familiarize with the <b>channels of communication</b> as per the planned activities 4.5 Participation in community awareness meetings as per SOPs 4.6 Adherence to feedback mechanisms as per the planned activities
5. Carry out social policy sensitization	5.1 Community sensitization objectives are identified as per organization policy 5.2 Resources for community sensitization plan are identified as per organization policy 5.3 Time allocation for planned sensitization activities is carried out as per organization policy 5.4 Familiarization with stakeholders as per organization policy 5.5 Participation in sensitization planning meetings are as per organization policy 5.6 Implementation of social policy sensitization activities is carried out as per organization policy 5.7 <b>Documentation tools</b> and procedures are identified as per SOPs. 5.8 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. Assessment tools may include but not limited to:	<ul style="list-style-type: none"> <li>• Check list</li> <li>• Questionnaire</li> <li>• Interview guide</li> <li>• Observation schedule</li> </ul>

Variable	Range
2. Community resources may include but not limited to:	<ul style="list-style-type: none"> <li>• Human resource</li> <li>• Infrastructure</li> <li>• Technological resources</li> <li>• Natural resources</li> <li>• Financial resources</li> </ul>
3. Community awareness plan may include but not limited to:	<ul style="list-style-type: none"> <li>• Community name</li> <li>• Sketch map</li> <li>• Timelines</li> <li>• Resource persons</li> <li>• Calendar of events</li> </ul>
4. Channels of communication may include but not limited to:	<ul style="list-style-type: none"> <li>• Local barazas</li> <li>• Ceremonies</li> <li>• Harambee meetings</li> <li>• Rallies</li> <li>• One on one</li> <li>• Mass media</li> </ul>
5. Documentation tools may include but not limited to:	<ul style="list-style-type: none"> <li>• Cameras</li> <li>• Pens</li> <li>• Chalk/charcoal</li> <li>• Video recorders</li> <li>• Notebooks</li> <li>• charts</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

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



- Persuasion
- Team work
- People management
- Organizational skills
- 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
- Legal instruments
- Basic counselling and psychology
- Statistics
- Economics
- Basic accounting
- Digital literacy
- Basic statistical skills

### EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Administered Assessment tools</li> <li>1.2 Collected and analysed data</li> <li>1.3 Prepared and shared report</li> <li>1.4 Participated in Community awareness planning meetings</li> <li>1.5 Compiled an inventory of community resources</li> <li>1.6 Community mapping is carried out as per the organization policy</li> <li>1.7 Identified target group based on the community mapping</li> <li>1.8 Implemented mobilization plan</li> <li>1.9 Familiarized with community awareness activities</li> <li>1.10 Utilized an assessment tool for knowledge, attitude and practices</li> <li>1.11 Adopted the community awareness plan</li> <li>1.12 Familiarized with the channels of communication</li> <li>1.13 Participated in community awareness meetings</li> </ul>
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	1.14 Feedback mechanisms are adhered to as per the planned activities 1.15 Carried out time allocation for planned sensitization activities 1.16 Familiarized with stakeholders 1.17 Participated in sensitization planning meetings 1.18 Carried out implementation of social policy sensitization activities 1.19 Identified documentation tools and procedures 1.20 Stored documents
2. Resource Implications	The following resources MUST be provided:  2.1 Work plans 2.2 Meeting equipment and materials 2.3 Organization 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 and oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios 3.7 Case studies
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.

## PERFORM HOME BASED CARE AND SUPPORT

**UNIT CODE:** COD/OS/SW/CR/04/4/A

### UNIT DESCRIPTION

This unit covers competencies required to perform home based care and support. It involves; identifying and assessing community and individual needs, analyzing stakeholders, implementing care plan, monitoring, conducting referrals and documenting home based care and support activities

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Identify and assess community and individual needs	1.1 Basic concepts of home based care are explained as per organization policy 1.2 Familiarize with community leadership structures as per SOPs 1.3 Participation in introductory meetings with the community as per organization policy 1.4 Targeting of the beneficiaries is done as per organization policy 1.5 Familiarization with tools developed in collaboration with the ministry of health as per SOPs. 1.6 Assessment tools are administered as per SOPs 1.7 Data collected is analyzed as per SOPs. 1.8 Report findings on community and individual needs are prepared and shared as per organization policy
2. Analyze stakeholders	2.1 Familiarization with the local and external stakeholders as per SOPs 2.2 Mapping and analysis is done as per organisation policy 2.3 Stakeholders directory is updated as per organisation policy 2.4 Planning for resources in collaboration with the stakeholders is done as per organisation policy
3. Implement <i>care plan</i>	3.1 Assessment team is identified as per organisation policy

	<p>3.2 Identification and engagement of community partners is carried out as per organisation policy</p> <p>3.3 Familiarization with assessment tools on health priorities as per organisation policy</p> <p>3.4 Data collected is analysed as per organisation policy</p> <p>3.5 Setting of health priorities is carried out based on the assessment findings</p> <p>3.6 Familiarization with individual and community care plans as per organisation policy</p> <p>3.7 Support allocation of resources based on the care plan</p> <p>3.8 <b>Care plan</b> is implemented based on the allocated resources</p>
4. Monitor, conduct referral and document home based care and support activities	<p>4.1 Client consent is established as per SOPs</p> <p>4.2 <b>Indicators</b> aligned to the individual care plan are identified as per SOPs,</p> <p>4.3 Indicators are tracked and analysed based on the care plan</p> <p>4.4 Report is prepared as per organisation policy</p> <p>4.5 Necessary cases for referrals are identified as per SOPs</p> <p>4.6 Client is prepared as per SOPs</p> <p>4.7 Referral notes are prepared as per SOPs</p> <p>4.8 Appropriate referral to personnel or institution is selected as per the client's needs</p> <p>4.9 Familiarize with documentation plan as per the organisation policy.</p> <p>4.10 Home based care and support documentation procedures are identified as per SOPs</p> <p>4.11 Documentation tools Utilised as per the documentation plan.</p> <p>4.12 Documents are stored as per organization policy</p>

## RANGE

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

VARIABLE	RANGE
1. Care plans(ICP) may include but not limited to:	<ul style="list-style-type: none"> <li>Assessment of the client/patient's needs</li> <li>Identification of effective interventions</li> <li>Identification of resources</li> </ul>

	<ul style="list-style-type: none"> <li>• Resource allocation</li> <li>• Review of ICP</li> </ul>
2. Indicators may include but not limited to:	<ul style="list-style-type: none"> <li>• Getting better</li> <li>• Getting worse</li> <li>• Increased adherence (of drugs)</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- 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
- First aid

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Familiarized with community leadership structures</li> <li>1.2 Targeted the beneficiaries</li> <li>1.3 Participated in introductory meetings</li> <li>1.4 Familiarized with tools developed</li> <li>1.5 Administered assessment tools</li> <li>1.6 Analysed data collected</li> <li>1.7 Familiarized with the local and external stakeholders</li> <li>1.8 Conducted mapping and analysis</li> <li>1.9 Updated stakeholders directory</li> <li>1.10 Carried out planning for resources in collaboration with the stakeholders</li> <li>1.11 Identified assessment team</li> <li>1.12 Carried out identification and engagement of community partners</li> <li>1.13 Familiarized with assessment tools</li> <li>1.14 Carried out setting of health priorities</li> <li>1.15 Support allocation of resources based on the care plan</li> <li>1.16 Implemented care plan</li> <li>1.17 Indicators aligned to the individual care plan are identified, tracked and analysed as per SOPs,</li> <li>1.18 Prepared and shared report</li> <li>1.19 Necessary cases for referrals are identified as per SOPs</li> <li>1.20 Established client consent</li> <li>1.21 Identified documentation procedures</li> <li>1.22 Stored documents</li> </ul>
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2. Assessment Resource Implications	<p>The following resources should be provided:</p> <p>2.1 A functional office</p> <p>2.2 A fully equipped simulated operations training office</p>
3. Methods of Assessment	<p>Competency in this unit must be assessed through</p> <p>3.1 Written tests</p> <p>3.2 Observation</p> <p>3.3 Oral tests</p> <p>3.4 Third party report</p> <p>3.5 Project</p> <p>3.6 Case studies</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## CARRY OUT CHILD WELFARE PROGRAMMES

**UNIT CODE:** COD/OS/SW/CR/05/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to carry child welfare programmes. It involves; identifying child welfare problem, assessing child welfare problem, creating awareness on child protection, carrying out reporting and referral of child abuse cases, documenting child abuse cases interventions.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Identify child welfare problem	1.1 Familiarize with child welfare analysis tools as per the <i><b>principles of UNCRC</b></i> 1.2 Types, causes and impact of child welfare problems is explained as per SOPs 1.3 Tools to analyze child abuse preference are administered as per work place procedures. 1.4 Report findings are analyzed as per SOPs 1.5 Report is shared with the host ministry and partners as per SOPs
2. Assess child welfare problem	2.1 Assessment tools are utilized 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 identified as per organization policy 2.5 Report is prepared and shared as per organization policy



3. Create awareness on child protection among community members	3.1 Mapping of existing <i>child protection stakeholders</i> and networks is carried out as per organization policy 3.2 Stakeholders directory is updated as per organization policy 3.3 Referrals are identified based on the directory 3.4 Participation in management and coordination of child protection networks is determined as per SOPs 3.5 Participation in planning and review meetings is done as per organization policy.
4. Carry out reporting and referral of child abuse cases	4.6 Familiarize with child protection policy as per SOPs 4.7 Familiarize with child abuse protection programme as per organisation policy 4.8 Familiarize with child abuse response program as per SOPs 4.9 Familiarize with reporting mechanism in line with the response program 4.10 Resources are Utilized as per organization policy 4.11 Monitoring and evaluation framework is adhered to as per organization policy. 4.12 Report is prepared as per SOPs
5. Document child abuse cases and interventions	5.1 Familiarize with documentation procedures as per SOPs 5.2 Documentation plan is implemented as per the organization policy. 5.3 Documentation tools are implemented as per organization policy 5.4 Documents are stored.

## 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:	<ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Child labour</li> <li>• Neglect</li> </ul>
2. Principles of UNCRC may include but not limited to:	<ul style="list-style-type: none"> <li>• Best interest of the child</li> <li>• Child's opinion</li> <li>• Non-discrimination</li> <li>• Survival and development</li> </ul>

3. Child protection stakeholders	<ul style="list-style-type: none"> <li>• Ministry of Labour Social Development</li> <li>• National Council for Children's services</li> <li>• Ministry of Education</li> <li>• Ministry of Health</li> <li>• Ministry of interior coordination of national government</li> </ul>
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## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- 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
- Basic monitoring and evaluation 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
- Human growth and development
- Child welfare programmes
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation and reintegration 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.

<p>1. Critical aspects of competency</p>	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Familiarized with child welfare analysis tools</li> <li>1.2 Administered tools to analyze child abuse preference</li> <li>1.3 Analysed research findings and prepared a report as per SOPs</li> <li>1.4 Shared report with the host ministry and partners</li> <li>1.5 Utilized assessment tools</li> <li>1.6 Assessed the number of children affected</li> <li>1.7 Determined the impact of the problem</li> <li>1.8 Identified prevention services available and responses</li> <li>1.9 Prepared and shared report</li> <li>1.10 Carried out mapping of existing child protection stakeholders and networks</li> <li>1.11 Updated stakeholder's directory</li> <li>1.12 Identified appropriate referrals</li> <li>1.13 Participated in management and coordination of child protection networks</li> <li>1.14 Participated in planning and review meetings</li> <li>1.15 Familiarized with child protection policy</li> <li>1.16 Familiarized with child abuse protection and response programme</li> <li>1.17 Familiarized with reporting mechanism in line with the response program</li> <li>1.18 Utilized resources in child protection programmes</li> <li>1.19 Adhered to monitoring and evaluation framework</li> <li>1.20 Familiarized with documentation procedures</li> <li>1.21 Implemented documentation plan</li> <li>1.22 Stored documents</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> <li>2.1 A functional office</li> <li>2.2 Fully equipped simulated operations training office</li> <li>2.3 Resource persons</li> <li>2.4 Legal instruments</li> <li>2.5 Organization policies</li> </ul>

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 3.7 Case study
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/06/4/A

### UNIT DESCRIPTION

This unit covers the competencies required to manage community based groups. It involves; identifying and mobilizing target group, carrying out group activities, identifying community conflict issues, supporting and documenting conflict resolution process and monitoring and documenting conflict management and group activities.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements.  <i><b>Bold and italicized terms are elaborated in the Range.</b></i>
1. Identify and Mobilize target group	1.1 Contact with social development officer is established as per SOPs. 1.2 Familiarization with and administration of assessment tools as per organization policy 1.3 Assessment report is prepared as per the organization policy. 1.4 Target group is identified as per organization policy 1.5 Disability and gender assessment is carried out as per SOPs 1.6 Problem analysis is carried out as per organization policy 1.7 Participation in the recruitment of new members as per organization policy 1.8 Group registration is carried out as per SOPs
2. Carryout group activities	2.1 Resources needed are identified as per project requirement 2.2 Activity plan is executed as per the project work plan 2.3 Activity progress report is prepared as per project requirement

<p>3. Identify community conflict issues</p>	<p>3.1 Mobilization of the target group is done as per the selection criteria</p> <p>3.2 Participation in inception and introductory meetings as per organization policy</p> <p>3.3 Familiarize with selection criteria for target population as per organization policy</p> <p>3.4 Support application of the selection criteria as per organization policy</p> <p>3.5 Familiarize with conflict assessment tools for both primary and secondary data sources as per SOPs</p> <p>3.6 Conflict assessment Tools are administered as per SOPs</p> <p>3.7 Findings are documented as per organization policy</p> <p>3.8 Information is shared as per organization policy</p>
<p>4. Support and document conflict resolution process</p>	<p>4.1 Participation in conflict resolution program formulation meeting as per organization policy</p> <p>4.2 Familiarize with stakeholders as per organization</p> <p>4.3 Familiarize with the conflict resolution plan as per SOPs</p> <p>4.4 Conflict resolution plan is implemented as per organization policy</p> <p>4.5 Familiarize with monitoring tools as per SOPs</p> <p>4.6 Monitoring tools are administered as per organization policy</p> <p>4.7 Review of conflict resolution methods/ peace building programmes is conducted as per organization policy</p> <p>4.8 Documentation procedures are identified as per SOPs</p> <p>4.9 Documentation tools are prepared based on the documentation plan</p> <p>4.10 Documents are stored as per organization policy</p>

<p>5. Monitor and Document conflict management and group activities</p>	<p>5.1 Monitoring team is established in the community as per organization polity</p> <p>5.2 Familiarize with monitoring tools as per the SOPS</p> <p>5.3 Monitoring is conducted based on tools developed</p> <p>5.4 Monitoring report is prepared and shared as per the organization policy</p> <p>5.5 Recommendation of activity review where necessary</p> <p>5.6 Documentation procedures are identified as per SOPs</p> <p>5.7 Documentation plan implemented as per the organization policy</p> <p>5.8 Documents are stored as per organization policy</p>
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## RANGE

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

VARIABLE	RANGE
1. Assessment tools may include but not limited to:	<ul style="list-style-type: none"><li>• Activities of the group</li><li>• Contact of the group</li><li>• Year of registration</li><li>• Type of the group</li><li>• Name of the group.</li><li>• Group membership</li></ul>
2. Gender Assessment may include but not limited to:	<ul style="list-style-type: none"><li>• Male</li><li>• Female</li><li>• Intersex</li></ul>
3. Peace building programs may include but not limited to:	<ul style="list-style-type: none"><li>• School based peace education programmes</li><li>• Community peace programmes</li><li>• Peace building meetings</li><li>• Healing and reconciliation process</li></ul>
4. Conflict resolution methods may include but not limited to:	<ul style="list-style-type: none"><li>• Mediation</li><li>• Arbitration</li><li>• reconciliation</li></ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- 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	<p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Established contact with social development officer</li> <li>1.2 Familiarized with and administered Assessment tools</li> <li>1.3 Prepared assessment report</li> <li>1.4 Familiarized with selection criteria for target population</li> <li>1.5 Identified target group</li> <li>1.6 Carried out mobilization of the target group</li> <li>1.7 Participated in inception and introductory meetings</li> <li>1.8 Carried out disability and gender assessment</li> <li>1.9 Carried out problem analysis</li> <li>1.10 Identified resources needed</li> <li>1.11 Executed activity plan</li> <li>1.12 Prepared activity progress report</li> <li>1.13 Administered conflict assessment tools</li> </ul>
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	1.14 Documented findings 1.15 Shared information 1.16 Participated in Conflict resolution program formulation meeting 1.17 Familiarized with stakeholders 1.18 Implemented conflict resolution plan 1.19 Administered monitoring tools 1.20 Conducted review of conflict resolution methods/ peace building programmes 1.21 Established monitoring team in the community 1.22 Conducted monitoring 1.23 Prepared monitoring report 1.24 Recommended activity review 1.25 Implemented documentation plan 1.26 Stored documents
2. Resource Implications	The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office with 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 3.7 Case studies
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.

## 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