



**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**CHILD PROTECTION**

**LEVEL 5**



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

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## **FOREWORD**

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted in the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of 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 this curriculum has been developed.

It is my conviction that this curriculum will play a great role towards development of competent human resource for Child protection 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.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Child protection Sector Skills Advisory Committee (SSAC) have developed this curriculum.

This curriculum has 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.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Child protection SSAC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**  
**TVET CDACC**

## **ACKNOWLEDGMENT**

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

I recognize with appreciation the role of the Child protection Sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in Child protection sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in Child protection Sector acquires the competencies that will enable them to perform their work more efficiently and effectively.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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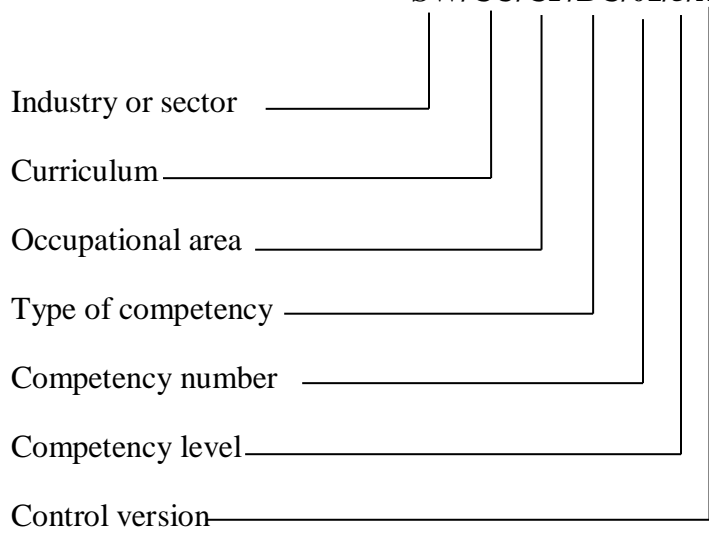
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## ACRONYMS

A	Control version
CBET	Competency-Based Education and Training
CDACC	Curriculum Development, Assessment and Certification Council
CP	Child Protection
CU	Curriculum
EMCA	Environmental Management Co-ordination Act
EMS	Environmental Management Systems
ICT	Information communication technology
NEMA	National Environment Management Authority
OSH	Occupational Safety and Health
SOPs	Standard Operating Procedures
SW	Social Work
TVET	Technical and Vocational Education and Training

## KEY TO UNIT CODE

**SW/CU/CP/BC/01/5/A**



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## COURSE OVERVIEW

Child Protection Officer Certificate level 5 qualification consists of competencies that a person must achieve to enable him/her to effectively discharge Child Protection works and contributes towards meeting Child rights policy requirements. It involves managing child welfare programmes, carrying out community-based child protection strategies, coordinating child rights policy enforcement, carrying out case management and providing psycho-social support.

The units of learning leading to Child Protection Officer Level 5 qualification include the following basic and core units of learning:

### Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
SW/CU/CP/BC/01/5/A	Communication Skills	25	2.5
SW/CU/CP/BC/02/5/A	Numeracy Skills	40	4
SW/CU/CP/BC/03/5/A	Digital Literacy	45	4.5
SW/CU/CP/BC/04/5/A	Entrepreneurial Skills	70	7
SW/CU/CP/BC/05/5/A	Employability Skills	50	5
SW/CU/CP/BC/06/5/A	Environmental Literacy	25	2.5
SW/CU/CP/BC/07/5/A	Occupational Safety And Health Practices	25	2.5
<b>Total</b>		<b>280</b>	<b>28</b>

### Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
SW/CU/CP/CR/01/5/A	Management Of Child Welfare Programmes	110	11
SW/CU/CP/CR/02/5/A	Community-Based Child Protection Strategies	120	12
SW/CU/CP/CR/03/5/A	Child Rights Enforcement	110	11
SW/CU/CP/CR/04/5/A	Case Management	130	13
SW/CU/CP/CR/05/5/A	Psycho-Social Support	100	10
SW/CU/CP/CR/06/5/A	Industrial Attachment	360	36
<b>Total</b>		<b>930</b>	<b>93</b>
<b>Grand total</b>		<b>1210</b>	<b>121</b>

The total duration of the course for an average trainee is 1210 hours which is equivalent to 40 weeks at 30 hours of learning per week including 360 hours (12 weeks) of field attachment.

### **Entry Requirements**

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

a) Kenya Certificate of Secondary Education (KCSE) mean grade D (plain)

**Or**

b) Equivalent qualifications as determined by Kenya National Qualifications Authority (KNQA)

### **Industrial attachment**

An individual enrolled in this course will undergo a field attachment for a period of 12 weeks in any of the following organizations: Charitable Children's Institution, Department of Children's Services, borstal institutions, remand home, and in a relevant civil society organization.

### **Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

### **Assessment**

The course will be assessed at two levels:

**Internal assessment:** conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

**External assessment:** conducted by an accredited external assessor who is monitored by an accredited external verifier.

The assessors and verifiers are accredited by TVET CDACC which also coordinates external assessment.

### **Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in child protection Level 5, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by TVET CDACC in conjunction with the training provider.

## **BASIC UNITS OF LEARNING**

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## COMMUNICATION SKILLS

**UNIT CODE:** SW/CU/CP/BC/01/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25 hours

### Unit Description

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

### Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Meet communication needs of clients and colleagues	<ul style="list-style-type: none"><li>• Communication process</li><li>• Modes of communication</li><li>• Medium of communication</li><li>• Effective communication</li><li>• Barriers to communication</li><li>• Flow of communication</li><li>• Sources of information</li><li>• Organizational policies</li><li>• Organization requirements for written and electronic communication methods</li><li>• Report writing</li></ul>	<ul style="list-style-type: none"><li>• Interview</li><li>• Third party reports</li><li>• Written texts</li></ul>

	<ul style="list-style-type: none"> <li>• Effective questioning techniques (clarifying and probing)</li> <li>• Workplace etiquette</li> <li>• Ethical work practices in handling communication</li> <li>• Active listening</li> <li>• Feedback</li> <li>• Interpretation</li> <li>• Flexibility in communication</li> </ul>	
2. Contribute to the development of communication strategies	<ul style="list-style-type: none"> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Openness and flexibility in communication</li> <li>• Communication skills relevant to client groups</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
3. Conduct interviews	<ul style="list-style-type: none"> <li>• Types of interview</li> <li>• Establishing rapport</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
4. Facilitate group discussions	<ul style="list-style-type: none"> <li>• Identification of communication needs</li> <li>• Dynamics of groups</li> <li>• Styles of group leadership</li> <li>• Presentation of information</li> <li>• Encouraging group members participation</li> <li>• Evaluating group communication strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Observation</li> </ul>
5. Represent the organization	<ul style="list-style-type: none"> <li>• Presentation techniques</li> <li>• Development of a presentation</li> <li>• Multi-media utilization in presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Written</li> </ul>

	<ul style="list-style-type: none"><li>• Communication skills relevant to client groups</li></ul>	
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### **Suggested Methods of Instruction**

- Role playing
- Viewing of related videos

### **Recommended Resources**

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

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## NUMERACY SKILLS

**UNIT CODE:** SW/CU/CP/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

Learning Outcome	Content	Methods of Assessment
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	<ul style="list-style-type: none"><li>• Interpretation of whole numbers, fractions, decimals, percentages and rates</li><li>• Calculations involving several steps</li><li>• Calculation with whole numbers and routine or</li></ul>	<ul style="list-style-type: none"><li>• Written</li><li>• Practical test</li><li>• Observation</li></ul>

	<p>familiar fractions, decimals and percentages</p> <ul style="list-style-type: none"> <li>• Conversion between equivalent forms of fractions, decimals and percentages</li> <li>• Application of order of operations to solve multi-step calculations</li> <li>• Application of problem solving strategies</li> <li>• Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use of formal and informal mathematical language and symbolism to communicate the result of a task</li> </ul>	
<p>2. Estimate, measure and calculate with routine metric measurements for work</p>	<ul style="list-style-type: none"> <li>• Selection and interpretation of measurement information in workplace tasks and texts</li> <li>• Identification and selection of routine measuring equipment</li> <li>• Estimation and making measurements using correct units</li> <li>• Estimation and calculation using routine measurements</li> <li>• Performing conversions between routinely used metric units</li> <li>• Using problem solving processes to undertake tasks</li> <li>• Recording information using mathematical language and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>



<p>3. Use routine maps and plans for work</p>	<ul style="list-style-type: none"> <li>• Identification of features in routine maps and plans</li> <li>• Symbols and keys used in routine maps and plans</li> <li>• Identification and interpretation of orientation of map to North</li> <li>• Demonstrate understanding of direction and location</li> <li>• Apply simple scale to estimate length of objects, or distance to location or object</li> <li>• Give and receive directions using both formal and informal language</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
<p>4. Interpret, draw and construct 2D and 3D shapes for work</p>	<ul style="list-style-type: none"> <li>• Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations</li> <li>• Explain the use and application of shapes</li> <li>• Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes</li> <li>• Identify common angles</li> <li>• Estimate common angles in everyday objects</li> <li>• Use formal and informal mathematical language to describe and compare common angles</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Use common geometric instruments to draw two dimensional shapes</li> <li>• Construct routine three-dimensional objects from given nets</li> </ul>	
5. Interpret routine tables, graphs and charts for work	<ul style="list-style-type: none"> <li>• Identify routine tables, graphs and charts in predominately familiar texts and contexts</li> <li>• Identify common types of graphs and their different uses</li> <li>• Identify features of tables, graphs and charts</li> <li>• Locate specific information</li> <li>• Perform calculations to interpret information</li> <li>• Explain how statistics can inform and persuade</li> <li>• Identify misleading statistical information</li> <li>• Discuss information relevant to the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Oral</li> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>
6. Collect data and construct routine tables and graphs for work	<ul style="list-style-type: none"> <li>• Identify features of common tables and graphs</li> <li>• Identify uses of <b>different tables and graphs</b></li> <li>• Determine data and variables to be collected</li> <li>• Determine audience</li> <li>• Select a method to collect data</li> <li>• Collect data</li> <li>• Collate information in a table</li> <li>• Determine suitable scale and axes</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

	<ul style="list-style-type: none"> <li>• Draft and draw graph to present information</li> <li>• Check that data meets the expected results and context</li> <li>• Report or discuss information using formal and informal mathematical language</li> </ul>	
7. Use basic functions of calculator	<ul style="list-style-type: none"> <li>• Identify and use keys for basic functions on a calculator</li> <li>• Calculate using whole numbers, money and routine decimals and percentages</li> <li>• Calculate with routine fractions and percentages</li> <li>• Apply order of operations to solve multi-step calculations</li> <li>• Interpret display and record result</li> <li>• Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</li> <li>• Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task</li> </ul>	<ul style="list-style-type: none"> <li>• Written</li> <li>• Practical test</li> <li>• Observation</li> </ul>

### **Suggested Methods of Instruction**

- Demonstrations
- Role playing
- Viewing of related videos
- Discussion
- Assignments

### **Recommended resources**

- Calculators
- Basic measuring instruments

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## DIGITAL LITERACY

**UNIT CODE:** SW/CU/CP/BC/03/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

### Unit Description

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

### Summary of Learning Outcomes

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify computer hardware and software	<ul style="list-style-type: none"><li>• Concepts of ICT</li><li>• Functions of ICT</li><li>• History of computers</li><li>• Components of a computer</li><li>• Classification of computers</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li></ul>
2. Apply security measures to data, hardware and software	<ul style="list-style-type: none"><li>• Data security and control</li><li>• Security threats and control measures</li><li>• Types of computer crimes</li><li>• Detection and protection against computer crimes</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral presentation</li><li>• Observation</li><li>• Project</li></ul>

	<ul style="list-style-type: none"> <li>• Laws governing protection of ICT</li> </ul>	
3. Apply computer software in solving tasks	<ul style="list-style-type: none"> <li>• Operating system</li> <li>• Word processing</li> <li>• Spread sheets</li> <li>• Data base design and manipulation</li> <li>• Data manipulation, storage and retrieval</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Project</li> </ul>
4. Apply internet and email in communication at workplace	<ul style="list-style-type: none"> <li>• Computer networks</li> <li>• Network configurations</li> <li>• Uses of internet</li> <li>• Electronic mail (e-mail) concept</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> </ul>
5. Apply desktop publishing in official assignments	<ul style="list-style-type: none"> <li>• Concept of desktop publishing</li> <li>• Opening publication window</li> <li>• Identifying different tools and tool bars</li> <li>• Determining page layout</li> <li>• Opening, saving and closing files</li> <li>• Drawing various shapes using DTP</li> <li>• Using colour pellets to enhance a document</li> <li>• Inserting text frames</li> <li>• Importing and exporting text</li> <li>• Object linking and embedding</li> <li>• Designing of various publications</li> <li>• Printing of various publications</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>
6. Prepare presentation packages	<ul style="list-style-type: none"> <li>• Types of presentation packages</li> <li>• Procedure of creating slides</li> <li>• Formatting slides</li> <li>• Presentation of slides</li> <li>• Procedure for editing objects</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Observation</li> <li>• Oral presentation</li> <li>• Written report</li> <li>• Project</li> </ul>

### Suggested Methods of Instruction

- Demonstration
- Viewing of related videos
- Discussions
- Assignments
- Direct instructions

### **Recommended Resources**

- Computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

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## ENTREPRENEURIAL SKILLS

**UNIT CODE:** SW/CU/CP/BC/04/5/A A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

### Unit Description

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

### Summary of Learning Outcomes

1. Demonstrate understanding of an entrepreneur
2. Demonstrate knowledge of entrepreneurship and self-employment
3. Identify entrepreneurship opportunities
4. Create entrepreneurial awareness
5. Apply entrepreneurial motivation
6. Develop innovative business strategies
7. Develop Business plan

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Demonstrate knowledge of entrepreneurship and self-employment	<ul style="list-style-type: none"><li>• Importance of self-employment</li><li>• Requirements for entry into self-employment</li><li>• Role of an Entrepreneur in business</li><li>• Contributions of Entrepreneurs to National development</li></ul>	<ul style="list-style-type: none"><li>• Individual/group assignments</li><li>• Projects</li><li>• Written tests</li><li>• Oral questions</li><li>• Third party</li></ul>



<p>2. Identify entrepreneurship opportunities</p>	<ul style="list-style-type: none"> <li>• Business ideas and opportunities</li> <li>• Sources of business ideas</li> <li>• Business life cycle</li> <li>• Legal aspects of business</li> <li>• Assessment of product demand</li> <li>• Business environment</li> <li>• Factors to consider when evaluating business environment</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>3. Create entrepreneurial awareness</p>	<ul style="list-style-type: none"> <li>• Forms of businesses</li> <li>• Sources of business finance</li> <li>• Factors in selecting source of business finance</li> <li>• Governing policies on Small Scale Enterprises (SSEs)</li> <li>• Problems of starting and operating SSEs</li> </ul>	<ul style="list-style-type: none"> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>4. Apply entrepreneurial motivation</p>	<ul style="list-style-type: none"> <li>• Internal and external motivation</li> <li>• Motivational theories</li> <li>• Self-assessment</li> <li>• Entrepreneurial orientation</li> <li>• Effective communications in entrepreneurship</li> <li>• Principles of communication</li> <li>• Entrepreneurial motivation</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
<p>5. Develop business innovative strategies</p>	<ul style="list-style-type: none"> <li>• Innovation in business</li> <li>• Small business Strategic Plan</li> <li>• Creativity in business development</li> <li>• Linkages with other entrepreneurs</li> <li>• ICT in business growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>

6. Develop Business Plan	<ul style="list-style-type: none"> <li>• Business description</li> <li>• Marketing plan</li> <li>• Organizational/Management plan</li> <li>• Production/operation plan</li> <li>• Financial plan</li> <li>• Executive summary</li> <li>• Presentation of Business Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Individual/group assignments</li> <li>• Projects</li> <li>• Written tests</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviews</li> </ul>
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### Suggested Methods of Instruction

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training

### Recommended Resources

- Case studies
- Business plan templates
- Computers
- Overhead projectors
- Internet
- Mobile phone
- Video clips
- Films
- Newspapers and Handouts
- Business Journals
- Writing materials

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## EMPLOYABILITY SKILLS

**UNIT CODE:** SW/CU/CP/BC/05/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

### Unit Description

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

### Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead small teams
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Demonstrate workplace ethics

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Conduct self-management	<ul style="list-style-type: none"><li>• Self-awareness</li><li>• Formulating personal vision, mission and goals</li><li>• Strategies for overcoming life challenges</li><li>• Emotional intelligence</li><li>• Assertiveness versus aggressiveness</li><li>• Expressing personal thoughts, feelings and beliefs</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Oral questioning</li><li>• Interviewing</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Developing and maintaining high self-esteem</li> <li>• Developing and maintaining positive self-image</li> <li>• Articulating ideas and aspirations</li> <li>• Accountability and responsibility</li> <li>• Good work habits</li> <li>• Self-awareness</li> <li>• Self-development</li> <li>• Financial literacy</li> <li>• Healthy lifestyle practices</li> </ul>	
2. Demonstrate interpersonal communication	<ul style="list-style-type: none"> <li>• Meaning of interpersonal communication</li> <li>• Listening skills</li> <li>• Types of audience</li> <li>• Writing skills</li> <li>• Reading skills</li> <li>• Meaning of empathy</li> <li>• Understanding customers' needs</li> <li>• Establishing communication networks</li> <li>• Sharing information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
3. Demonstrate critical safe work habits	<ul style="list-style-type: none"> <li>• Stress and stress management</li> <li>• Punctuality and time consciousness</li> <li>• Leisure</li> <li>• Integrating personal objectives into organizational objectives</li> <li>• Resources utilization</li> <li>• Setting work priorities</li> <li>• HIV and AIDS</li> <li>• Drug and substance abuse</li> <li>• Handling emerging issues</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
4. Lead a small team	<ul style="list-style-type: none"> <li>• Leadership qualities</li> <li>• Team building</li> <li>• Determination of team roles and objectives</li> <li>• Team performance indicators</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> </ul>

	<ul style="list-style-type: none"> <li>• Responsibilities in a team</li> <li>• Forms of communication</li> <li>• Complementing team activities</li> <li>• Gender and gender mainstreaming</li> <li>• Human rights</li> <li>• Maintaining relationships</li> <li>• Conflicts and conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Third party report</li> </ul>
5. Plan and organize work	<ul style="list-style-type: none"> <li>• Functions of management <ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Organizing</li> </ul> </li> <li>• Time management</li> <li>• Decision making process</li> <li>• Task allocation</li> <li>• Evaluating work activities</li> <li>• Resource utilization</li> <li>• Problem solving</li> <li>• Collecting and organising information</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
6. Maintain professional growth and development	<ul style="list-style-type: none"> <li>• Opportunities for professional growth</li> <li>• Assessing training needs</li> <li>• Licenses and certifications for professional growth and development</li> <li>• Pursuing personal and organizational goals</li> <li>• Identifying work priorities</li> <li>• Recognizing career advancement</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
7. Demonstrate workplace learning	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Cultural aspects of work</li> <li>• Variety of learning context</li> <li>• Application of learning</li> <li>• Safe use of technology</li> <li>• Identifying opportunities</li> <li>• Generating new ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

	<ul style="list-style-type: none"> <li>• Workplace innovation</li> <li>• Performance improvement</li> <li>• Handling emerging issues</li> <li>• Future trends and concerns in learning</li> </ul>	
8. Demonstrate problem solving skills	<ul style="list-style-type: none"> <li>• Problem identification</li> <li>• Problem solving</li> <li>• Application of problem-solving strategies</li> <li>• Resolving customer concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>
9. Demonstrate workplace ethics	<ul style="list-style-type: none"> <li>• Meaning of ethics</li> <li>• Ethical perspectives</li> <li>• Principles of ethics</li> <li>• Values and beliefs</li> <li>• Ethical standards</li> <li>• Organization code of ethics</li> <li>• Common ethical dilemmas</li> <li>• Organization culture</li> <li>• Corruption, bribery and conflict of interest</li> <li>• Privacy and data protection</li> <li>• Diversity, harassment and mutual respect</li> <li>• Financial responsibility/accountability</li> <li>• Etiquette</li> <li>• Personal and professional integrity</li> <li>• Commitment to jurisdictional laws</li> <li>• Emerging issues in ethics</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Oral questioning</li> <li>• Interviewing</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### **Suggested Methods of Instruction**

- Demonstrations
- Simulation/Role play
- Discussion
- Presentations
- Case studies

- Q&A

### **Recommended Resources**

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

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## ENVIRONMENTAL LITERACY

**UNIT CODE:** SW/CU/CP/BC/06/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

### Unit Description

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

### Summary of Learning Outcomes

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Control environmental hazards	<ul style="list-style-type: none"><li>• Purposes and content of Environmental Management and Coordination Act 1999</li><li>• Purposes and content of Solid Waste Act</li><li>• Storage methods for environmentally hazardous materials</li><li>• Disposal methods of hazardous wastes</li><li>• Types and uses of PPE in line with environmental regulations</li></ul>	<ul style="list-style-type: none"><li>• Written test</li><li>• Oral questions</li><li>• Observation</li></ul>

	<ul style="list-style-type: none"> <li>Occupational Safety and Health Standards (OSHS)</li> </ul>	
2. Control environmental Pollution control	<ul style="list-style-type: none"> <li>Types of pollution</li> <li>Environmental pollution control measures</li> <li>Types of solid wastes</li> <li>Procedures for solid waste management</li> <li>Different types of noise pollution</li> <li>Methods for minimizing noise pollution</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Oral questions</li> <li>Observation</li> </ul>
3. Demonstrate sustainable resource use	<ul style="list-style-type: none"> <li>Types of resources</li> <li>Techniques in measuring current usage of resources</li> <li>Calculating current usage of resources</li> <li>Methods for minimizing wastage</li> <li>Waste management procedures</li> <li>Principles of 3Rs (Reduce, Reuse, Recycle)</li> <li>Methods for economizing or reducing resource consumption</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Oral questions</li> <li>Observation</li> </ul>
4. Evaluate current practices in relation to resource usage	<ul style="list-style-type: none"> <li>Collection of information on environmental and resource efficiency systems and procedures,</li> <li>Measurement and recording of current resource usage</li> <li>Analysis and recording of current purchasing strategies.</li> <li>Analysis of current work processes to access information and data</li> <li>Identification of areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>Written test</li> <li>Oral questions</li> <li>Observation</li> </ul>
5. Identify Environmental legislations/conventions for environmental concerns	<ul style="list-style-type: none"> <li>Environmental issues/concerns</li> <li>Environmental legislations /conventions and local ordinances</li> <li>Industrial standard /environmental practices</li> <li>International Environmental Protocols (Montreal, Kyoto)</li> <li>Features of an environmental strategy</li> </ul>	<ul style="list-style-type: none"> <li>Written questions</li> <li>Oral questions</li> <li>Observation</li> </ul>

<p>6. Implement specific environmental programs</p>	<ul style="list-style-type: none"> <li>• Community needs and expectations</li> <li>• Resource availability</li> <li>• 5 s of good housekeeping</li> <li>• Identification of programs/Activities</li> <li>• Setting of individual roles /responsibilities</li> <li>• Resolving problems /constraints encountered</li> <li>• Consultation with stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Written questions</li> <li>• Oral questions</li> <li>• Observation</li> </ul>
<p>7. Monitor activities on Environmental protection/Programs</p>	<ul style="list-style-type: none"> <li>• Periodic monitoring and Evaluation of activities</li> <li>• Gathering feedback from stakeholders</li> <li>• Analysing data gathered</li> <li>• Documentation of recommendations and submission</li> <li>• Setting of management support systems to sustain and enhance the program</li> <li>• Monitoring and reporting of environmental incidents to concerned /proper authorities</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Practical test</li> <li>• Observation</li> </ul>

**Suggested Methods of Instruction**

- Instructor led facilitation of theory
- Demonstration by trainer
- Viewing of related videos
- Project
- Assignments
- Role play

**Recommended Resources**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer’s specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)

- Montreal Protocol
- Kyoto Protocol

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# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:**SW/CU/CP/BC/07/5/A

## Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 25 hours

## Unit Description

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

## Summary of Learning Outcomes

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

## Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1. Identify workplace hazards and risks	<ul style="list-style-type: none"><li>• Identification of hazards in the workplace and/or the indicators of their presence</li><li>• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by</li><li>• Authorized personnel or agency</li><li>• Gathering of OHS issues and/or concerns raised</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li><li>• Third party report</li></ul>
2. Control OSH hazards	<ul style="list-style-type: none"><li>• Prevention and control measures, including use of PPE (personal protective equipment)</li></ul>	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written tests</li><li>• Portfolio of evidence</li></ul>

	<p>for specific hazards are identified and implemented</p> <ul style="list-style-type: none"> <li>• Appropriate risk controls based on result of OSH hazard evaluation is recommended</li> <li>• Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Third party report</li> </ul>
3. Implement OSH programs	<ul style="list-style-type: none"> <li>• Providing information to work team about company OHS program, procedures and policies/guidelines</li> <li>• Participating in implementation of OSH procedures and policies/guidelines</li> <li>• Training of team members and advice on OSH standards and procedures</li> <li>• Implementation of procedures for maintaining OSH-related records</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Written tests</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> </ul>

### **Suggested Methods of Instruction**

- Assignments
- Discussion
- Q&A
- Role play
- Viewing of related videos

### **Recommended Resources**

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions

- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety boots
  - Safety harness
  - Arm/Hand guard, gloves
  - Eye protection (goggles, shield)
  - Hearing protection (ear muffs, ear plugs)
  - Hair Net/cap/bonnet
  - Hard hat
  - Face protection (mask, shield)
  - Apron/Gown/coverall/jump suit
  - Anti-static suits
  - High-visibility reflective vest

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## CORE UNITS OF LEARNING

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## EXECUTION OF CHILD WELFARE PROGRAMMES

**UNIT CODE:** SW/CU/CP/CR/01/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: execute child welfare programmes

**Duration of Unit:** 110 Hours

### Unit Description

This unit specifies the competencies required to execute child welfare programmes. It involves carrying out child welfare needs assessment, carrying out child welfare action plan, monitoring child welfare programmes and maintaining child welfare programme networks

### Summary of Learning Outcomes

- 1 Carry out child welfare needs assessment
- 2 Carry out child welfare action plan
- 3 Monitor Child welfare programmes
- 4 Maintain child welfare programmes networks

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1 Carry out child welfare needs assessment	<ul style="list-style-type: none"><li>• Definition of terms</li><li>• Child welfare programmes</li><li>• Child social economic welfare needs</li><li>• Needs assessment plan</li><li>• Data collection and collating</li><li>• Programme needs report<ul style="list-style-type: none"><li>• Preparation</li><li>• Sharing</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Case study</li><li>• Oral questions</li><li>• Third party report</li></ul>
2 Carry out child welfare action plan	<ul style="list-style-type: none"><li>• Definition of terms</li><li>• Networking and linkages</li><li>• Stakeholders mapping</li><li>• Training of programme implementers</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li></ul>

	<ul style="list-style-type: none"> <li>• Child welfare programme design</li> <li>• Programme implementation plan</li> <li>• Implementation progress report</li> </ul>	<ul style="list-style-type: none"> <li>• Third party report</li> </ul>
3 Monitor Child welfare programmes	<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Monitoring and evaluation of child welfare programmes</li> <li>• Monitoring and evaluation of strategies</li> <li>• Training of monitoring teams</li> <li>• Data collection, collation and sharing</li> <li>• Monitoring and evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>
4 Maintain child welfare programmes networks	<ul style="list-style-type: none"> <li>• Identification of existing child networks</li> <li>• Mobilization of child welfare stakeholders</li> <li>• Maintaining and updating records of child protection networks</li> <li>• Maintaining collaborations in child protection networks</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>

#### **Suggested Methods of Instruction:**

- Direct instruction
- Project
- Case studies
- Group discussions
- Field trips /site visits
- Demonstration by trainer
- Practice by the trainees
- Industrial attachment
- Viewing of related videos

#### **List of Recommended Resources:**

- Computers
- Data collection tools

- Monitoring and evaluation tools
- Standard manuals/SOPs
- Projectors
- Stationery
- Flip charts
- Charts with presentations of data
- Internet
- Relevant videos
- Printers

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## COMMUNITY-BASED CHILD PROTECTION STRATEGIES

**UNIT CODE:** SW/CU/CP/CR/02/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: carry out community-based child protection strategies

**Duration of Unit:** 120 hours

### Unit description:

This unit specifies the competencies required to carry out community-based child protection strategies. It involves identifying child protection strategies, maintaining child protection networks, identifying child abuse indicators and conducting child protection strategies. It also entails the evaluating child protection strategies.

### Summary of Learning Outcomes

1. Identify child protection strategies
2. Maintain child protection networks
3. Identify child abuse indicators
4. Conduct child protection strategies
5. Evaluate child protection strategies

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1 Identify child protection strategies	<ul style="list-style-type: none"><li>• Child protection policies</li><li>• Community child protection structures</li><li>• Assessment of existing child protection structures</li><li>• Child protection barriers</li><li>• Mapping and profiling of children in especially difficult circumstances</li><li>• Preparation of caseworks</li><li>• Enforcement of child abuse prevention guidelines</li><li>• Preparation of community action plan</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questioning</li><li>• Third party report</li></ul>
2 Maintain child protection networks	<ul style="list-style-type: none"><li>• Stakeholders in child protection</li><li>• Mobilization of stakeholders in child protection</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li></ul>

	<ul style="list-style-type: none"> <li>• Child protection services</li> <li>• Synchronization of child protection services</li> <li>• Child protection resources</li> <li>• Formation of linkages and collaborations</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questions</li> <li>• Third party report</li> </ul>
3 Identify child abuse indicators	<ul style="list-style-type: none"> <li>• Immediate needs assessment in child protection</li> <li>• Preparation of a treatment/care plan</li> <li>• Rescue and placement of children in need of care and protection</li> <li>• Referrals and linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>
4 Conduct child protection strategies training, Advocacy	<ul style="list-style-type: none"> <li>• Identification of training materials and equipment</li> <li>• Mobilization of stakeholders</li> <li>• Conducting training</li> <li>• Advocacy campaigns on child protection</li> <li>• Referrals and linkage</li> <li>• Community awareness and sensitization <ul style="list-style-type: none"> <li>• Children assemblies</li> <li>• Child right clubs</li> </ul> </li> <li>• Reports <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Sharing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>
5 Evaluate child protection strategies	<ul style="list-style-type: none"> <li>• Meaning of terms</li> <li>• Monitoring, evaluation and reporting tools</li> <li>• Data collection, organization and sharing</li> <li>• Recommendations <ul style="list-style-type: none"> <li>• Preparations</li> <li>• Sharing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questioning</li> <li>• Third party report</li> </ul>

### Suggested Methods of Instruction:

- Direct instruction
- Project
- Case studies
- Field trips/site visits

- Group discussions
- Demonstration by trainer
- Practice by the trainee
- Computer aided learning

**List of Recommended Resources:**

- Control room facility
- Computers
- Standard manuals/SOPs
- Projectors
- Flip charts
- Internet
- Relevant videos

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## ENFORCEMENT OF CHILD RIGHTS POLICIES

**UNIT CODE:** SW/CU/CP/CR/03/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Enforce child rights policies

**Duration of Unit:** 110 hours

### Unit Description

This unit specifies the competencies required to enforce child rights policies. It involves identifying vulnerable children, assessing child rights violation, identifying corrective plans of action, carrying out action plans and maintaining child protection networks

### Summary of Learning Outcomes

1. Identify vulnerable children
2. Assess child rights violation
3. Identify corrective plans of action
4. Carry out action plans
5. Maintain child protection networks

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1 Identify vulnerable children	<ul style="list-style-type: none"><li>• Definition of terms</li><li>• Child vulnerability criteria</li><li>• Identification of Community volunteer teams</li><li>• Identification &amp; assembly of training tools</li><li>• Conducting training</li><li>• Data collection and sharing</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questioning</li><li>• Third party report</li></ul>
2 Assess child rights violation	<ul style="list-style-type: none"><li>• Definition of terms</li><li>• Child protection legal and policy frameworks</li><li>• Child right violation</li><li>• Child rights violation indicators</li><li>• Recording child rights violation</li><li>• Assessment of child violation rights</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Child safety</li> <li>• Support, linkages and referrals</li> <li>• Case record sheet</li> <li>• Social inquiry report</li> </ul>	
3 Identify corrective plans of action	<ul style="list-style-type: none"> <li>• Identification of child right violation</li> <li>• Child immediate need assessment</li> <li>• Preparation of rescue plans</li> <li>• Rescue and placement of children</li> <li>• Referrals and linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4 Carry out action plans	<ul style="list-style-type: none"> <li>• Needs assessment Definition of terms</li> <li>• Identification <ul style="list-style-type: none"> <li>• Preparation</li> <li>• Sharing</li> </ul> </li> <li>• Intervention activities</li> <li>• Monitoring and evaluation of action plan</li> <li>• M&amp;E report preparation and sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
5 Maintain child protection networks	<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Maintenance of child service provider's database</li> <li>• Collective network child protection strategies</li> <li>• Network documents <ul style="list-style-type: none"> <li>○ Maintaining</li> <li>○ Updating</li> <li>○ Sharing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>

### Suggested Methods of Instruction:

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration by trainer
- Practice by the trainee

### List of Recommended Resources:



- Training resources
- Computers
- Stationery
- Standard operating procedures (SOPs)
- Projectors
- Flip charts
- Charts with presentations of data
- Internet
- Relevant videos

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## CASE MANAGEMENT

**UNIT CODE:** SW/CU/CP/CR/04/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: Carry out case management

**Duration of Unit:** 130 hours

### Unit Description

This unit specifies the competencies required to carry out case management. It involves conducting intake process, assessing a vulnerable child, preparing an individual case plan, carrying out plans of action, executing implementation plans. It also entails carrying out case closure.

### Summary of Learning Outcomes

1. Conduct intake process
2. Assess vulnerable child
3. Prepare individual case plan
4. Carry out plans of action
5. Execute implementation plans
6. Carry out case closure

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1 Conduct intake process	<ul style="list-style-type: none"><li>• Definition of terms</li><li>• Case management tools</li><li>• Cases of children in need of care and protection and those in conflict with the law</li><li>• Determination of immediate need of children</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Case studies</li><li>• Oral</li><li>• Third party report</li></ul>
2 Assess a vulnerable child	<ul style="list-style-type: none"><li>• Legal instruments</li><li>• Relevant laws and policies in child protection</li><li>• Identification and mobilization of assessment tools</li><li>• Carrying out assessment</li><li>• Assessment report</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questioning</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>○ Preparation</li> <li>○ Sharing</li> </ul> <p>Preparation Sharing</p>	
3 Prepare individual case plan	<ul style="list-style-type: none"> <li>● Child protection policies</li> <li>● Identification of child abuse cases <ul style="list-style-type: none"> <li>● Physical</li> <li>● Emotional</li> <li>● Sexual</li> </ul> </li> <li>● Identification of required interventions</li> <li>● Assessment of available resources</li> <li>● Creation of linkages and referrals</li> <li>● Carrying out of implementation plan</li> </ul>	<ul style="list-style-type: none"> <li>● Written tests</li> <li>● Observation</li> <li>● Oral questions</li> <li>● Third party report</li> </ul>
4 Carry out plans of action	<ul style="list-style-type: none"> <li>● Allocation of roles and responsibilities</li> <li>● Rescue operations and placement</li> <li>● Sensitization trainings and awareness</li> <li>● Linkages and referrals</li> <li>● Preparation and sharing of report</li> </ul>	<ul style="list-style-type: none"> <li>● Written tests</li> <li>● Observation</li> <li>● Oral questions</li> <li>● Third party report</li> </ul>
5 Execute implementation plans	<ul style="list-style-type: none"> <li>● Review of performance indicators</li> <li>● Monitoring and evaluation budget</li> <li>● Data collection and sharing/presentation</li> <li>● Monitoring and evaluation report</li> </ul>	<ul style="list-style-type: none"> <li>● Written tests</li> <li>● Observation</li> <li>● Oral questions</li> <li>● Third party report</li> </ul>
6 Carry out case closure	<ul style="list-style-type: none"> <li>● Definition of terms <ul style="list-style-type: none"> <li>● Alternative family care</li> <li>● Re-integration</li> <li>● Case disposal</li> </ul> </li> <li>● Case disposal mechanisms</li> <li>● Transfers, Referrals and linkages</li> </ul>	<ul style="list-style-type: none"> <li>● Written tests</li> <li>● Observation</li> <li>● Oral questions</li> <li>● Third party report</li> </ul>

	<ul style="list-style-type: none"><li>• After care services in child protection</li><li>• Maintaining and updating information database</li></ul>	
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**Suggested Methods of Instruction:**

- Direct instruction
- Project
- Case studies
- Field trips/site visits
- Discussions
- Demonstration by trainer
- Practice by the trainee

**List of Recommended Resources:**

- Computers
- SOPs
- Projectors
- Flip charts
- Stationary
- Relevant charts and journals
- Internet
- Relevant videos

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## PSYCHO-SOCIAL SUPPORT

**UNIT CODE:** SW/CU/CP/CR/05/5/A

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: provide psycho-social support

**Duration of Unit:** 100 hours

### Unit Description

This unit specifies the competencies required to provide psycho-social support. It involves carrying out psychosocial needs assessment (PSS), planning for psychosocial support activities, carrying out psychosocial support, conducting re-integration activities and conducting re-integration follow-ups

### Summary of Learning Outcomes

- 1 Carry out psychosocial needs assessment (PSS)
- 2 Plan for psychosocial support activities
- 3 Carry out psychosocial support
- 4 Conduct re-integration activities
- 5 Conduct re-integration follow-ups

### Learning Outcomes, Content and Methods of Assessment

Learning Outcome	Content	Methods of Assessment
1 Carry out psychosocial needs assessment (PSS)	<ul style="list-style-type: none"><li>• Meaning of terms</li><li>• Needs assessment plan</li><li>• Child psychosocial needs</li><li>• Mobilization of child psychosocial needs resources</li><li>• Child protection policy frameworks</li><li>• Data collection and collation</li><li>• Needs assessment report</li></ul>	<ul style="list-style-type: none"><li>• Observation</li><li>• Case studies</li><li>• Oral</li><li>• Third party report</li></ul>
2 Plan for psychosocial support activities	<ul style="list-style-type: none"><li>• Child safety</li><li>• Psychosocial support implementation plan</li><li>• Identification of beneficiaries</li><li>• Psychosocial support activities</li><li>• Budgetary allocation plan</li></ul>	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questioning</li><li>• Third party report</li></ul>

	<ul style="list-style-type: none"> <li>• Community organizing</li> <li>• Formation of volunteer team</li> <li>• Support group</li> </ul>	
3 Carry out psychosocial support	<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Resource mobilization</li> <li>• Child counselling</li> <li>• Psychosocial support programme monitoring and evaluation</li> <li>• Execution of psychosocial implementation plan</li> <li>• Psychosocial support progress report</li> <li>• Networking , referrals and linkages</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
4 Conduct re-integration activities	<ul style="list-style-type: none"> <li>• Definition of terms</li> <li>• Re-integration plan</li> <li>• Re-integration procedures and guidelines</li> <li>• Networking, referral and linkages</li> <li>• Re-integration report preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>
5 Conduct re-integration follow-ups	<ul style="list-style-type: none"> <li>• Re-integration follow-up plan</li> <li>• Resource mobilization</li> <li>• Conducting follow-ups</li> <li>• Re-integration follow-up report</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> </ul>

#### **Suggested Methods of Instruction:**

- Direct instruction
- Project
- Case studies
- Field trips/ site visit
- Computer aided learning
- Group discussions

- Demonstration by trainer
- Practice by the trainee
- Relevant video shows

### **List of Recommended Resources**

- Computer
- Stationaries
- Workstation
- Flip charts
- Journals
- Surveying tools
- Internet connectivity

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