



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

SOCIAL WORKER

LEVEL 5



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement 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 to the formulation of the Policy Framework for Reforming Education and Training (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of 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 have been developed.

It is my conviction that these occupational standards will play a great role towards development of competent human resource for the Social Work and Community Development Sector's growth and development.

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING
MINISTRY OF EDUCATION

PREFACE

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

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

I am grateful to the Council Members, Council Secretariat, Community Development SSAC, expert workers and all those who participated in the development of these occupational standards.

Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. Eng. Tech.

CHAIRMAN, TVET CDACC

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ACKNOWLEDGMENT

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

I thank TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) for providing guidance on the development of these Standards. My gratitude goes to the Social Work and 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.

**CHAIRMAN COMMUNITY DEVELOPMENT SECTOR SKILLS ADVISORY
COMMITTEE**

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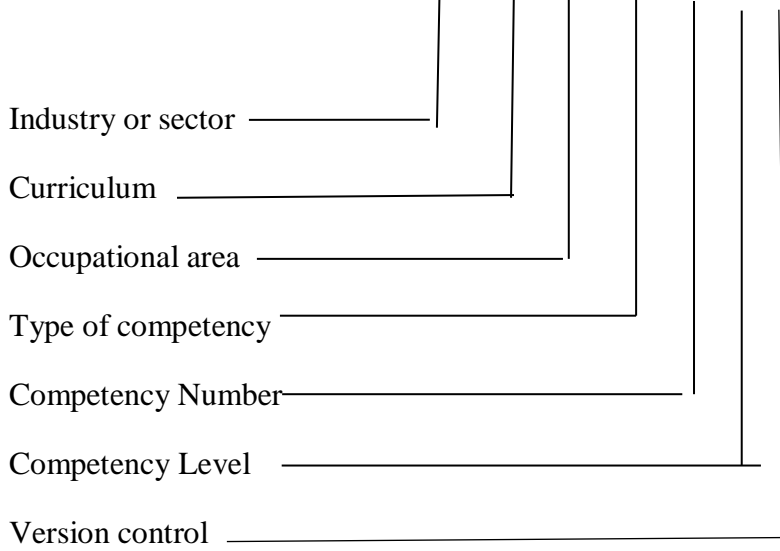
ACRONYMS

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

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KEY TO UNIT CODE

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



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OVERVIEW

Description

The Social work and Community Development Level Five (5) qualification consists of competencies that a person must achieve to demonstrate conduct of social research works, psycho social support, conduct of social policy formulation and public administration, management of project resources, conduct of community awareness activities, advocacy and lobbying activities, conflict resolution and management, performance of home-based care and support, child welfare programmes, management of community-based groups, conduct of community crisis and disaster sensitization programmes.

Units of Learning

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

Basic competencies

1. Demonstrate communication skills
2. Demonstrate occupational safety and health practices
3. Demonstrate numeracy skills
4. Demonstrate digital literacy
5. Demonstrate entrepreneurial skills
6. Demonstrate employability skills
7. Demonstrate environmental literacy

Core competencies

1. conduct of social research works
2. psycho social support
3. conduct of social policy formulation and public administration
4. management of project resources
5. conduct of community awareness activities
6. conflict resolution and management
7. performance of home-based care and support
8. child welfare programmes
9. management of community-based groups
10. Conduct of community crisis and disaster sensitization programmes

BASIC UNITS OF COMPETENCY

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DEMONSTRATE COMMUNICATION SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| 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>Bold and italicized terms are elaborated in the Range</i> |
| 1. Meet communication needs of clients and colleagues | 1 .1 Specific communication needs of clients and colleagues are identified and met 1 .2 Different approaches are used to meet communication needs of clients and colleagues 1 .3 Conflict is addressed promptly and in a timely way and in a manner which does not compromise the standing of the organization |
| 2. Contribute to the development of communication strategies | 2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as required 2.2 Channels of communication are established and reviewed regularly 2.3 Coaching ineffective communication is provided 2.4 Work related network and relationship are maintained as necessary 2.5 Negotiation and conflict resolution strategies are used where required 2.6 Communication with clients and colleagues is appropriate to individual needs and organizational objectives |
| 3. Conduct interviews | 3.1 A range of appropriate communication strategies are employed in <i>interview situations</i> 3.2 Records of interviews are made and maintained in accordance with organizational procedures 3.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated |
| 4. Facilitate group | 4.1 Mechanisms which enhance effective group interaction is defined |

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| discussions | <p>and implemented</p> <p>4.2 Strategies which encourage all group members to participate are used routinely</p> <p>4.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>4.4 Relevant information is provided to group to facilitate outcomes</p> <p>4.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>4.6 Specific communication needs of individuals are identified and addressed</p> |
| 5. Represent the organization | <p>5.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>5.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>5.3 Utilize appropriate media to enhance presentation</p> <p>5.4 Differences in views are respected</p> <p>5.5 Written communication is consistent with organizational standards</p> <p>5.6 Inquiries are responded in a manner consistent with organizational standard</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 |
|---|---|
| <p><i>Communication strategies</i></p> <p>include but not limited to:</p> | <ul style="list-style-type: none"> • Language switch • Comprehension check • Repetition • Asking confirmation • Paraphrase • Clarification request • Translation • Restructuring • Approximation |

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

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DEMONSTRATE NUMERACY SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| 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>Bold and italicized terms are elaborated in the Range.</i> |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | 1.1 Mathematical information that may be partly embedded in routine workplace tasks and texts is selected and interpreted 1.2 Whole numbers and routine or familiar fractions, decimals and percentages including familiar rates are interpreted and comprehended 1.3 Calculations which may involve a number of steps are perform 1.4 Calculations done with whole numbers and routine or familiar fractions, decimals and percentages 1.5 Conversion between equivalent forms of fractions, decimals and percentages is done 1.6 Order of operations is applied to solve multi-step calculations 1.7 Problem solving strategies are appropriately applied 1.8 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task 1.9 Formal and informal mathematical language and symbolism are used to communicate the result of the task |
| 2. Estimate, measure, and calculate with routine | 2.1 Measurement information in workplace tasks and texts are selected and interpreted in accordance with workplace |

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| metric measurements for work | <p>requirements</p> <p>2.2 Appropriate routine measuring equipment are identified and selected in accordance with workplace requirements</p> <p>2.3 Measurements are estimated and made using correct units</p> <p>2.4 Estimations and calculations done using routine measurements</p> <p>2.5 Conversions performed between routinely used metric units</p> <p>2.6 Problem solving processes are used to undertake the tasks</p> <p>2.7 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>2.8 Information is recorded using mathematical language and symbols appropriate to discuss the task</p> |
| 3. Use routine maps and plans for work | <p>3.1 Features are identified in routine maps and plans</p> <p>3.2 Symbols and keys in routine maps and plans are clearly explained</p> <p>3.3 Orientation of map to North is identified and interpreted</p> <p>3.4 Understanding of direction and location is clearly demonstrated</p> <p>3.5 Simple scale is applied to estimate length of objects, or distance to location or object</p> <p>3.6 Directions are given and received using both formal and informal language</p> |
| 4. Interpret, draw and construct 2D and 3D shapes for work | <p>4.1 Two dimensional shapes and routine three dimensional shapes identified in everyday objects and in different orientations</p> <p>4.2 The use and application of shapes elaborately explained</p> <p>4.3 Formal and informal mathematical language and symbols used to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes</p> <p>4.4 Common angles identified</p> <p>4.5 Common angles in everyday objects are appropriately estimated</p> <p>4.6 Formal and informal mathematical language are used to describe and compare common angles</p> <p>4.7 Common geometric instruments used to draw two dimensional shapes</p> <p>4.8 Routine three dimensional objects constructed from given nets</p> |
| 5. Interpret routine tables, graphs and charts for work | <p>5.1 Routine tables, graphs and charts identified in predominately familiar texts and contexts</p> <p>5.2 common types of graphs and their different uses identified</p> <p>5.3 features of tables, graphs and charts identified</p> <p>5.4 Information in routine tables, graphs and charts located and interpreted</p> |

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| | <p>5.5 Calculations are performed to interpret information</p> <p>5.6 How statistics can inform and persuade interpretations is explained</p> <p>5.7 misleading statistical information is identified</p> <p>5.8 Information relevant to the workplace is discussed</p> |
| 6. Collect data and construct routine tables and graphs for work | <p>6.1 Features of common tables and graphs identified</p> <p>6.2 uses of different tables and graphs identified</p> <p>6.3 Data and variables to be collected are determined</p> <p>6.4 The audience is determined</p> <p>6.5 Method of data collection is select</p> <p>6.6 Data is collected</p> <p>6.7 Information is collated in a table</p> <p>6.8 Suitable scale and axes determined</p> <p>6.9 Graph to present information is drafted and drawn</p> <p>6.10 Data checked to ensure that it meets the expected results and context</p> <p>6.11 Information is reported or discussed using formal and informal mathematical language</p> |
| 7. Use basic functions of calculator | <p>7.1 Keys are identified and used for basic functions on a calculator</p> <p>7.2 Calculation done using whole numbers, money and routine decimals and percentages</p> <p>7.3 Calculation done with routine fractions and percentages</p> <p>7.4 Order of operations is applied to solve multi-step calculations</p> <p>7.5 Results are interpreted, displayed and recorded</p> <p>7.6 Estimations are made to check reasonableness of problem solving process, outcome and its appropriateness to the context and task</p> <p>7.7 Formal and informal mathematical language and appropriate symbolism and conventions used to communicate the result of the task</p> |

RANGE

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

| Variable | Range |
|---|--|
| 1. Simple fractions, decimals and percentages | May include but not limited to: 1.1 Fraction 1.2 Decimals 1.3 Percentages |
| 2. Common 2D shapes and common 3D shapes | May include but not limited to: 2.1 Round 2.2 Square 2.3 Rectangular 2.4 Triangle 2.5 Sphere 2.6 Cylinder 2.7 Cube 2.8 Polygons 2.9 Cuboids |
| 3. Symbols and keys in routine maps and plans | May include but not limited to: 3.1 Charts 3.2 Maps 3.3 Graphs |
| 4. Use basic functions of calculator | May include but not limited to: 4.1 Addition 4.2 Multiplication 4.3 Calculate ratios 4.4 Conversion of ratios into percentages |
| 5. Routine tables, graphs and charts for work | May include but not limited to: 5.1 Bar Graphs 5.2 Flow Charts 5.3 Pie Charts 5.4 Pictograph 5.5 Line Graphs 5.6 Time Series Graphs |

| | |
|--|--|
| | 5.7 Stem and Leaf Plot 5.8 Histogram 5.9 Dot Plot 5.10 Scatter plot |
|--|--|

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|--|--|
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate: 1.1 Calculated correctly with whole numbers and routine or familiar fractions, decimals and percentages 1.2 Estimated, measured and calculated with routine metric measurements 1.3 Applied simple scale to estimate length of objects or distance to location or object 1.4 Used formal and informal mathematical language to describe and compare common angles 1.5 Used common geometric instruments to draw two dimensional shapes 1.6 Collected data and constructed routine tables and graphs 1.7 Used basic functions of calculator correctly |
| 2. Resource Implications | 2.1 Calculator 2.2 Basic measuring instruments |
| 3. Methods of Assessment | Competency may be assessed through: 3.1 Written Test 3.2 Interview/Oral Questioning 3.3 Demonstration |
| 4. Context of Assessment | Competency may be assessed in an off the job setting |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

DEMONSTRATE DIGITAL LITERACY

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT | PERFORMANCE CRITERIA |
|---|--|
| These describe the key outcomes which make up workplace function | <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p> |
| 1. Identify appropriate computer software and hardware | <p>1.1 Concepts of ICT are determined in accordance with computer equipment</p> <p>1.2 Classifications of computers are determined in accordance with manufacturers specification</p> <p>1.3 <i>Appropriate computer software</i> is identified according to manufacturer's specification</p> <p>1.4 <i>Appropriate computer hardware</i> is identified according to manufacturer's specification</p> <p>1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification</p> |
| 2. Apply security measures to data, hardware, software in automated environment | <p>2.1 <i>Data security and privacy are classified</i> in accordance with the prevailing technology</p> <p>2.2 <i>Security threats</i> are identified, <i>and control measures</i> are applied in accordance with laws governing protection of ICT</p> <p>2.3 Computer threats and crimes are detected.</p> <p>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</p> |
| 3. Apply computer software in solving tasks | <p>3.1 <i>Word processing concepts</i> are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 <i>Word processing utilities</i> are applied in accordance with workplace</p> |

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

RANGE

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

| Variable | Range |
|-----------------------------|---|
| <i>Appropriate computer</i> | A collection of instructions or computer tools that enable the user |

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|--|--|
| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT |
| 2. Resource Implications | <ul style="list-style-type: none"> 2.1 Tablets 2.2 Laptops 2.3 Desktop computers 2.4 Calculators 2.5 Internet 2.6 Smart phones 2.7 Operation Manuals |
| 3. Methods of Assessment | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration |
| 4. Context of Assessment | <p>Competency may be assessed in an off and on the job setting</p> |
| 5. Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

DEMONSTRATE ENTREPRENEURIAL SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 1. Develop business Innovative strategies | <p>1.1 Business innovation strategies are determined in accordance with the organization strategies</p> <p>1.2 Business innovative strategies are implemented for the purpose of business growth</p> <p>1.3 Track record and normative capability profile of enterprise and similar businesses are reviewed and considered in setting strategic directions.</p> <p>1.4 Strengths, weaknesses, opportunities and threats are considered when developing new ideas, approaches, goals and directions</p> <p>1.5 Decisions about enterprise strategies/directions are made after careful consideration of all relevant information</p> <p>1.6 Business/corporate plan is developed that sets out tactics, resource implications, timeframes, production and sales target</p> |
| 2. Develop new products/ markets | <p>2.1 Alternative product/service offerings are canvassed and studied for feasibility</p> <p>2.2 Potential and new sources/sellers of supplies and raw materials are identified and canvassed.</p> <p>2.3 Target markets and buyers are identified and surveyed as to their preferences and brand loyalties.</p> |
| 3. Expand customers and | <p>3.1 Enterprise is built up and sustained through</p> |

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

RANGE

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

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|-----------------------------------|---|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1 Demonstrated ability to maintain a profitable and stable enterprise as shown by stakeholder feedback, employee testimonies and company financial statements |
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| | <p>1.2 Demonstrated ability to conceptualize and plan a micro/small enterprise</p> <p>1.3 Demonstrated ability to manage/operate a micro/small-scale business</p> <p>1.4 Demonstrated basic marketing skills</p> |
| 2. Resource Implications | <p>The following resources should be provided:</p> <p>2.1 Interview guide for entrepreneurs</p> <p>2.2 Enterprise workers and third parties</p> <p>2.3 Materials and location relevant to the proposed activity and tasks</p> |
| 3. Methods of Assessment | <p>3.1 Case problems</p> <p>3.2 Interview</p> <p>3.3 Portfolio</p> <p>3.4 Third part reports</p> |
| 4. Context of Assessment | <p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p> |
| 5. Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

DEMONSTRATE EMPLOYABILITY SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| <p>These describe the key outcomes which make up workplace function.</p> | <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p> |
| <p>1. Conduct self-management</p> | <p>1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives</p> <p>1.2 Emotions are managed as per workplace requirements</p> <p>1.3 Individual performance is evaluated and monitored according to the agreed targets.</p> <p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization's objective</p> <p>1.9 Self-strengths and weaknesses are identified as per <i>personal objectives</i></p> <p>1.10 Critics are managed as per personal objectives</p> |
| <p>2. Demonstrate interpersonal communication</p> | <p>2.1 Listening and understanding is demonstrated as per communication policy</p> <p>2.2 Writing to the needs of the audience is demonstrated as per communication policy</p> <p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> |

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| | <p>2.4 Empathising is demonstrated as per the communication policy</p> <p>2.5 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.6 Persuasion is demonstrated as per the communication policy</p> <p>2.7 Communication networks are established as per the SOPs</p> <p>2.8 Information is shared as per communication structure</p> |
| 3. Demonstrate critical safe work habits | <p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization's strategic plan.</p> <p>3.4 Work priorities are set in accordance to workplace procedures.</p> <p>3.5 Leisure time is recognized in line with organization policy.</p> <p>3.6 Abstinence from drug and substance abuse is observed as per workplace policy.</p> <p>3.7 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.8 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.9 Emerging issues are dealt with in accordance with organization policy.</p> |
| 4. Lead small teams | <p>4.1 Performance expectations for the team are set as per the organization objectives</p> <p>4.2 Tasks are assigned in accordance with the organization policy.</p> <p>4.3 Team performance indicators are identified according to set rules and regulations.</p> <p>4.4 Forms of communication in a team are established according to office policy.</p> <p>4.5 Communication is carried out as per workplace policy and requirements of the job.</p> <p>4.6 Feedback on performance is collected and analyzed based on established team learning process</p> <p>4.7 Gender mainstreaming is undertaken in accordance with set regulations.</p> |
| 5. Plan and organize work | <p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS),</p> |

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| | <p>environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Time is managed achieve workplace set goals and objectives.</p> |
| 6. Maintain professional growth and development | <p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and availed based on job requirements.</p> <p>6.3 Licenses and certifications relevant to job and career are obtained and renewed.</p> <p>6.4 Personal growth is pursued towards improving the qualifications set for the profession.</p> <p>6.5 Work priorities are identified based on requirement of the job and workplace policy.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p> |
| 7. Demonstrate workplace learning | <p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 Range of media for learning are identified as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort is invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.10 Awareness of personal role in workplace innovation is demonstrated.</p> |
| 8. Demonstrate | 8.1 Problems are identified as per the context of data and |

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| problem solving skills | <p>circumstances</p> <p>8.2 Problem solutions are sought based on the problem</p> <p>8.3 Independence and initiative in identifying and solving problems is demonstrated.</p> <p>8.4 Team problems are solved as per the workplace guidelines</p> <p>8.5 Problem solving strategies are applied as per the workplace guidelines</p> |
| 9. Demonstrate workplace ethics | <p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>9.3 Code of conduct is observed as per the workplace requirements</p> <p>9.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</p> |

RANGE

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

| Range | Variable |
|---|--|
| <i>Drug and substance abuse</i> include but not limited to: | <p>Commonly abused</p> <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue |
| <i>Feedback</i> includes but not limited to: | <ul style="list-style-type: none"> • Verbal • Written • Informal • Formal |

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| Relationships includes but not limited to: | <ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships |
| Forms of communication include but not limited to: | <ul style="list-style-type: none"> • Written • Visual • Verbal • Non verbal • Formal and informal |
| Team includes but not limited to: | <ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group |
| Personal growth includes but not limited to: | <ul style="list-style-type: none"> • Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance |
| Personal objectives include but not limited to: | <ul style="list-style-type: none"> • Long term • Short term • Broad • Specific |
| Trainings and career opportunities includes but not limited to | <ul style="list-style-type: none"> • Participation in training programs <ul style="list-style-type: none"> ○ Technical ○ Supervisory ○ Managerial ○ Continuing Education • Serving as Resource Persons in conferences and workshops |
| Resource include but not limited to: | <ul style="list-style-type: none"> • Human • Financial • Technology <ul style="list-style-type: none"> ○ Hardware ○ Software |
| Innovation include but | <ul style="list-style-type: none"> • New ideas • Original ideas |

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| not limited to: | <ul style="list-style-type: none"> • Different ideas • Methods/procedures • Processes • New tools |
| <i>Emerging issues</i> include but not limited to: | <ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices |
| <i>Range of media for learning</i> include but not limited to: | <ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Personal hygiene practices
- Intra and Interpersonal skills
- Communication skills
- Knowledge management
- Interpersonal skills
- Critical thinking skills
- Observation skills
- Organizing skills
- Negotiation skills
- Monitoring skills
- Evaluation skills
- Record keeping skills
- Problem solving skills
- Decision Making skills
- Resource utilization skills
- Resource mobilization skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards

- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Team work
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

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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"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Led small teams |
|-----------------------------------|---|

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| | <p>1.5 Planned and organized work</p> <p>1.6 Maintained professional growth and development</p> <p>1.7 Demonstrated workplace learning</p> <p>1.8 Demonstrated problem solving skills</p> <p>1.9 Demonstrated workplace ethics</p> |
| 2. Resource Implications | <p>The following resources should be provided:</p> <p>2.1 Case studies/scenarios</p> |
| 3. Methods of Assessment | <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> • Oral Interview • Observation • Third Party Reports • Written |
| 4. Context of Assessment | <p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p> |
| 5. Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: COD/OS/SW/BC/06/5/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

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

RANGE

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

| Variable | Range |
|--|---|
| 1. PPE may include but are not limited to: | 1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector 1.7 Safety boots |
| 2. Environmental pollution control measures may include but are not limited to: | 2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.3 Methods for minimizing or stopping spread and ingestion of liquid wastes |
| 3. Waste management procedures may include but are not limited to: | 3.1 Sorting 3.2 Storing of items 3.2 Recycling of items 3.3 Disposal of items |
| 4. Resources may include but are not limited to: | 4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials |
| 5. Workplace environmental hazards may include but are not limited to: | 5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards |

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| <p>6. Organizational systems and procedures may include but are not limited to:</p> | <p>6.1 Supply chain, procurement and purchasing</p> <p>6.2 Quality assurance</p> <p>6.3 Making recommendations and seeking approvals</p> |
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EVIDENCE GUIDE

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

| | |
|--|---|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 2.4 Resolved problems/ constraints encountered based on management standard procedures 2.5 Implemented and monitored environmental practices on a periodic basis as per company guidelines 2.6 Recommended solutions for the improvement of the Program 2.7 Monitored and reported to proper authorities any environmental incidents |
| <p>2. Resource Implications</p> | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE 2.4 Manuals and references 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.6 Case studies/scenarios relating to environmental Protection |
| <p>3 Methods of Assessment</p> | <p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning |

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| | 3.3 Written examination 3.4 Interview/Third Party Reports 3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.6 Simulations and role-plays |
| 4 Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment. |
| 5 Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance

- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Adjusting plan and implementation
- checking new resource usage

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 3Rs principle
- Types of resources

- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans
- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| <p>These describe the key outcomes which make up workplace function.</p> <p>1. Identify workplace hazards and risk</p> | <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p> <p>1.1 <i>Hazards</i> in the workplace and/or its <i>indicators</i> of its presence, are identified</p> <p>1.2 <i>Evaluation and/or work environment</i> measurements of OSH hazards/risk existing in the workplace is conducted by</p> <p style="padding-left: 40px;">Authorized personnel or agency</p> <p>1.3 <i>OSH issues and/or concerns</i> raised by workers are</p> <p style="padding-left: 40px;">Gathered</p> |
| <p>2. Identify and implement appropriate control measures</p> | <p>2.1 Prevention <i>and control measures</i>, including use of <i>safety gears / PPE (personal protective equipment)</i> for specific hazards</p> <p style="padding-left: 40px;">identified and implemented</p> <p>2.2 Appropriate <i>risk controls</i> based on result of OSH hazard evaluation is recommended.</p> <p>2.3 <i>Contingency measures</i>, including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in</p> |

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| | accordance with organization procedures. |
| 3. Implement OSH programs, procedures and policies/ guidelines | <p>3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided</p> <p>3.2 Implementation of OSH procedures and policies/ guidelines are participated</p> <p>3.3 Team members are trained and advised on OSH standards and procedures</p> <p>3.4 Procedures for maintaining <i>OSH-related records</i> are implemented</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 |
|---|--|
| <p>1. <i>Hazards may include</i> but are not limited to:</p> | <p>1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation</p> <p>1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</p> <p>1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors</p> <p>1.4 Ergonomics</p> <p>Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles</p> <p>Physiological factors – monotony, personal relationship, work out cycle</p> <p>1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris</p> <p>1.7 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)</p> |
| <p>2. <i>Indicators may include</i> but are not limited to:</p> | <p>2.1 Increased of incidents of accidents, injuries</p> <p>2.2 Increased occurrence of sickness or health complaints/ symptoms</p> <p>2.3 Common complaints of workers related to OSH</p> <p>2.4 High absenteeism for work-related reasons</p> |

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| <p>3. <i>Evaluation and/or work environment measurements</i> may include but are not limited to:</p> | <p>3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work Environment Measurements of Physical and Chemical Hazards</p> |
| <p>4. <i>OSH issues and/or concerns</i> may include but are not limited to:</p> | <p>4.1 Workers' experience/observance on presence of work hazards 4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) 4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</p> |
| <p>5. <i>Prevention and control measures</i> may include but are not limited to:</p> | <p>5.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 5.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule) 5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 5.6 Use personal protective equipment 5.7 Safety, Health and Work Environment Evaluation 5.8 Periodic and/or special medical examinations of workers</p> |

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| <p>6. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:</p> | <p>6.1 Arm/Hand guard, gloves 6.2 Eye protection (goggles, shield) 6.3 Hearing protection (ear muffs, ear plugs) 6.4 Hair Net/cap/bonnet 6.5 Hard hat 6.6 Face protection (mask, shield) 6.7 Apron/Gown/coverall/jump suit 6.8 Anti-static suits 6.9 High-visibility reflective vest</p> |
| <p>7. Appropriate risk controls</p> | <p>Appropriate risk controls in order of impact are as follows:</p> <p>7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine) 7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage) 7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users) 7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</p> |
| <p>8. Contingency measures may include but are not limited to:</p> | <p>8.1 Evacuation 8.2 Isolation 8.3 Decontamination 8.4 (Calling designed) emergency personnel</p> |

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| <p>9. Emergency procedures may include but are not limited to:</p> | <p>9.1 Fire drill 9.2 Earthquake drill 9.3 Basic life support/CPR 9.4 First aid 9.5 Spillage control 9.6 Decontamination of chemical and toxic 9.7 Disaster preparedness/management 9.8 Use of fire-extinguisher</p> |
| <p>10. Incidents and emergencies may include but are not limited to:</p> | <p>10.1 Chemical spills 10.2 Equipment/vehicle accidents 10.3 Explosion 10.4 Fire 10.5 Gas leak 10.6 Injury to personnel 10.7 Structural collapse 10.8 Toxic and/or flammable vapors emission.</p> |
| <p>11. OSH-related Records may include but are not limited to:</p> | <p>11.1 Medical/Health records 11.2 Incident/accident reports 11.3 Sickness notifications/sick leave application 11.4 OSH-related trainings obtained</p> |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|-----------------------------------|--|
| 1. Critical Aspects of Competency | Assessment requires evidence that the candidate: 1.1 Identifies hazards/risks in the workplace and/or its indicators 1.2 Requests for evaluation and/or work environment measurements of OSH hazards/risk in the workplace 1.3 Gathers OSH issues and/or concerns raised by workers 1.4 Identifies and implements prevention and control measures, including use of PPE (personal protective equipment) for specific hazards 1.5 Recommends appropriate risk controls based on result of OSH hazard evaluation and OSH issues gathered 1.6 Establish contingency measures, including emergency procedures in accordance with organization procedures 1.7 Provides information to work team about company OSH program, procedures and policies/guidelines 1.8 Participates in the implementation of OSH procedures and policies/guidelines 1.9 Trains and advises team members on OSH standards and procedures 1.10 Implements procedures for maintaining OSH-related records |
| 2. Resource Implications | The following resources should be provided: 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records |
| 3. Methods of Assessment | Competency may be assessed through: 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation 3.4 Observation/Demonstration and oral questioning |
| 4. Context of Assessment | Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in |

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

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CORE UNITS OF COMPETENCY

CONDUCT SOCIAL RESEARCH WORKS

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

UNIT DESCRIPTION

This unit cover the competencies required to identify research problem, formulate research plan, develop research tools, carry out data collection, analyze collected data and prepare research report.

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make up workplace function. | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i> |
|---|---|
| 1. Identify Research Problem | 1.1 <i>Literature review</i> is conducted as per SOPs 1.2 Literature review analysis is conducted as per SOPs 1.3 Research problem is identified based on the analysis |
| 2. Formulate research plan | 2.1 Scope of study is established as per the set objectives 2.2 Timeframe is established as per the scope of the study 2.3 Budget is prepared as per organization policy 2.4 Samples size is established as per the scope of the study |
| 3. Develop research tools | 3.1 Required tools are identified as per SOPs 3.2 Required tools are designed as per SOPs 3.3 Selected tools are tested as per SOPs 3.4 Research tools are validated as per SOPs |
| 4. Carry out data collection | 4.1 Data collection team is established as per organization policy 4.2 Data collection team is trained as per organization policy 4.3 Research tools are administered as per organization policy |
| 5. Analyse collected data | 5.1 <i>Data analysis tool</i> is prepared as per organization policy 5.2 Data analysis is conducted as per organization policy |
| 6. Prepare research report | 6.1 Report is compiled as per organization policy 6.2 Report is shared or disseminated as per organization policy 6.3 Research findings are implemented as per organization policy |

RANGE OF VARIABLES

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

| VARIABLE | RANGE |
|-----------------------|--|
| 1. Literature review | <ul style="list-style-type: none">• Project reports.• Government agencies reports.• Past research reports.• Development partners reports. |
| 2. Data analysis tool | <ul style="list-style-type: none">• Excel spreadsheets• Graphs• Charts |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|-----------------------------------|---|
| 1. Critical aspects of competency | Assessment requires evidences that the candidate: 1.1 Demonstrated ability to conduct literature review 1.2 Demonstrated ability to identify research problem 1.3 Demonstrated ability to establish scope of the study 1.4 Demonstrated ability to establish time frame of the study 1.5 Demonstrated ability to prepare a budget 1.6 Demonstrated ability to establish research sample size 1.7 Demonstrated ability to identify, design, test, validate and administer research tools 1.8 Demonstrated ability to establish and train data collection team 1.9 Demonstrated ability to conduct data analysis 1.10 Demonstrated ability to prepare a report and share the findings 1.11 Demonstrated ability to implement the recommendations |
| 2. Resource Implications | The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office 2.3 stationery |

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| | <p>2.4 maps</p> <p>2.5 cameras/ video recorders</p> |
| 3. Methods of Assessment | <p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 interview</p> <p>3.3 Oral questioning</p> <p>3.4 Observation</p> <p>3.5 Third party report</p> |
| 4. Context of Assessment | <p>Competency may be assessed individually:</p> <p>4.1 on-the-job</p> <p>4.2 off-the-job</p> <p>4.3 combination of both</p> |
| 5. Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

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PERFORM PSYCHO SOCIAL SUPPORT

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

UNIT DESCRIPTION

This unit cover the competencies required to conduct psycho social support in take session, conduct psycho social support problem exploration, analyze psycho social support problem, carry out referral and document psycho social support activities

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make up workplace function. | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i> |
|---|--|
| 1. Conduct Psycho social support intake session. | 1.1 Healthy working relationship is established as per organization policy 1.2 The psychosocial support contract is prepared as per organization policy |
| 2. Psycho social support problem exploration | 2.1 Clients experiences are explored as per SOPs 2.2 Challenges facing the client are identified based on the experience 2.3 Session notes are taken based on the client experience |
| 3. Analyze psychosocial support problem. | 3.1 Problems facing the client are explored as per SOPs 3.2 Presenting and underlying psychosocial support issues are identified based on the problems facing the client 3.3 Session notes are taken based on real and underlying issues |
| 4. Referral | 4.1 Client is prepared as per SOPs 4.2 Referral notes are prepared as per SOPS 4.3 Client consent is established. 4.4 Appropriate referral to personnel or institution is selected as per the client's needs |

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| 5. document | 5.1 Client confidentiality of counselling <i>records</i> is maintained as per SOPs 5.2 Documentation tools are prepared as per organization policy 5.3 Documentation plan is identified as per the organization policy. 5.4 Documentation procedures are identified as per SOPs 5.5 Documentation analysis is conducted as per the organization policy 5.6 Documents are stored as per organisation policy |
|-------------|---|

RANGE OF VARIABLES

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

| VARIABLE | RANGE |
|------------|--|
| 1. Records | <ul style="list-style-type: none"> • Client intake form • Counselling notes • Review report • Referral notes • Follow up plan |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence
- Interviewing skills

Required knowledge

The individual needs to demonstrate knowledge of:

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

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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> <p>2.6 Demonstrated ability to establish healthy working relationship with a client</p> <p>2.7 Demonstrated ability to prepare a psycho social support contract</p> <p>2.8 Demonstrated ability to explore and identify challenges facing a client</p> <p>2.9 Demonstrated ability to take down session</p> <p>2.10 Demonstrated ability to identify and implement solutions to challenges in counselling</p> <p>2.11 Demonstrated ability to review client’s needs</p> <p>2.12 Demonstrated ability to prepare referral notes</p> <p>2.13 Demonstrated ability to conduct referral</p> |
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| | <p>2.14 Demonstrated ability to maintain client’s confidentiality</p> <p>2.15 Demonstrated ability to secure coded counselling records</p> |
| 2. Resource Implications | <p>The following resources MUST be provided:</p> <p>2.16 A functional counselling rooms</p> <p>2.17 Stationery</p> |
| 3. Methods of Assessment | <p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Interview</p> <p>3.3 Oral questioning</p> <p>3.4 Observation</p> <p>3.5 Third party report</p> <p>3.6 project</p> |
| 4. Context of Assessment | <p>Competency may be assessed individually:</p> <p>4.1 on-the-job</p> <p>4.2 off-the-job</p> <p>4.3 combination of both</p> |
| 5. Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

CONDUCT SOCIAL POLICY IMPLEMENTATION

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

UNIT DESCRIPTION

This unit covers the competencies required to identify social policy problems, carry out community mobilization, carry out social policy sensitization and document social policy issues.

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make the workplace function | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performances each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i> |
|---|--|
| 1. Identify social policy problems | 1.1 <i>Assessment tools</i> are identified as per SOPs 1.2 Assessment tools are administered as per SOPs 1.3 Data is collected as per SOPs 1.4 Data is analysed as per organization policy 1.5 Report is prepared and shared as per organization policy |
| 2. Carry out community mobilization | 2.1 Community mapping is carried out as per the organization policy 2.2 Target group is identified based on the community mapping 2.3 <i>Resources</i> are identified as per organization policy 2.4 Mobilization plan is identified as per organization policy 2.5 Mobilization plan is implemented as per organization policy |
| 3. Carry out social policy sensitization | 3.1 Community sensitization objectives are identified as per organisation policy 3.2 Resources for community sensitization plan are identified as per organisation policy 3.3 Time allocation for planned sensitization activities is carried out as per organisation policy 3.4 Identification of the stakeholders is carried out as per organization policy |

| ELEMENT | PERFORMANCE CRITERIA |
|---|--|
| 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 italicised terms are elaborated in the Range)</i> |
| | 3.5 Sensitization planning meetings are conducted as per organization policy 3.6 Implementation of social policy sensitization activities is carried out as per organization policy |
| 4. Document social policy issues | 4.1 Documentation procedures are identified as per SOPs. 6.1 Identification plan is developed as per SOPs. 6.2 Best practices are identified as per SOPs. 4.2 Documentation plan is identified as per organization policy. 6.3 The best practises are documented as per organisation policy. 4.3 Documentation tools are identified as per organization policy. 6.4 The best practises are shared as per organisation policy. 4.4 Documentation analysis is carried out as per organization policy 4.5 Documents are stored as per the organization policy |

| Variable | Range <i>May include but not limited to:</i> |
|---------------------|---|
| 1. Assessment tools | <ul style="list-style-type: none"> • Check list • Questionnaire • Interview guide • Observation schedule |
| 2. Resources | <ul style="list-style-type: none"> • Human resource • Infrastructure • Technological resources • Natural resources • Financial resources |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

| | |
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| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <p>1.1 Demonstrated ability to identify assessment tools in social policy problems</p> <p>1.2 Demonstrated ability to administer assessment tools</p> <p>1.3 Demonstrated ability to collect and analyse data</p> <p>1.4 Demonstrated ability to prepare a report on social policy problems</p> <p>1.5 Demonstrated ability to carry out community mapping in order to carry out community mobilization</p> |
|--|---|

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

MANAGE PROJECT RESOURCES

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

UNIT DESCRIPTION:

This unit describes the competencies required to identify project resources, track available resources, identify project resource gaps, and document project resources

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make the workplace function | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performances each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i> |
|---|---|
| 1. Identify project resources | 1.6 Community needs are identified as per the organization policy 1.7 project needs are identified as per the organization policy 1.8 Assessment tools are developed as per the SOPs 1.9 Data collection methods are devised as per the organization policy 1.10 Community needs and resource register is created as per SOPs |
| 2. Track available resources | 2.1 A community resources committee is established as per SOPs 2.2 Resource mapping is carried out as per the organization policy 2.3 A resource register is created as per organization guidelines 2.4 A work plan is identified as per the project needs. 2.5 Work plan is implemented as per organisation policy. 2.6 A reporting mechanism to the community is established as per organisation policy. |
| 3. Identify project resource gaps | 3.1 Available resources are matched to community needs as per the organisation policy. |

| ELEMENT These describe the key outcomes which make the workplace function | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performances each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i> |
|---|--|
| | 3.2 Adequacy of the resources in meeting the community needs is analysed as per the organisation policy 3.3 Shortcomings of the resources in meeting the needs is established as per the organisation policy. 3.4 Capacity gaps of the resources is addressed as per the organization policy |
| 4. Document community resource management. | 4.5 Identification plans developed as per SOPs. 4.6 Best practices are identified as per SOPs. 4.7 The best practises are documented as per organisation policy. 4.8 The best practises are shared as per organisation policy. |

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

| | |
|---|---|
| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.12 Assessed community resources 1.13 Identified resource gaps 1.14 Track community resources 1.15 Created community needs and resource register. 1.16 Established community resources committee. 1.17 Identified a work plan 1.18 Identified best practices |
| <p>2. Resource implications</p> | <ul style="list-style-type: none"> 2.4 A functional office 2.5 A fully equipped simulated operations training office 2.6 Stationery |
| <p>3. Methods of Assessment</p> | <p><i>Competency may be assessed through:</i></p> <ul style="list-style-type: none"> 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test |
| <p>4. Context of Assessment</p> | <p>Competency may be assessed individually</p> <ul style="list-style-type: none"> 4.4 on-the-job 4.5 off-the-job 4.6 workplace experience |
| <p>5. Guidance information for assessment</p> | <p>This unit may be assessed on an integrated basis with others within this occupational sector</p> |

CARRY OUT COMMUNITY AWARENESS ACTIVITIES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <p>These describe the key outcomes which make up workplace function.</p> | <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p> |
| <p>1. Familiarize with the community awareness plan</p> | <p>1.1 An assessment tool for knowledge, attitude and practices is prepared as per SOPs</p> <p>1.2 Identification of the <i>community awareness plan</i> is carried out as per the organization policy</p> <p>1.3 Review of the awareness plan is carried out as per the organization policy</p> |
| <p>2. Identify resources required</p> | <p>2.1 community awareness planning meetings are conducted as per organization policy</p> <p>2.2 An inventory of community resources is compiled as per the awareness plan</p> <p>2.3 Dissemination of information on resources is carried out as per organization policy</p> |
| <p>3. Carry out community awareness activities</p> | <p>3.1 Identification of community awareness activities is carried out as per organization policy</p> <p>3.2 Identification of the community awareness messages is carried out as per organization policy</p> <p>3.3 Identification of the <i>channels of communication</i> is carried out as per the planned activities</p> <p>3.4 Conduct community awareness meetings</p> <p>3.5 Feedback mechanisms are identified as per the</p> |

| | |
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| | planned activities |
| 4. Document community awareness activities | <p>4.1 Documentation procedures are identified as per SOPs.</p> <p>4.2 Documentation plan is familiarized with as per organization policy</p> <p>4.3 <i>Documentation tools</i> are identified as per organization policy</p> <p>4.4 Documentation analysis is carried out as per organization policy</p> <p>4.5 Documents are stored as per the 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 <i>May include but not limited to:</i> |
|------------------------------|---|
| 1. Awareness plan | <ul style="list-style-type: none"> • Community name • Sketch map • Timelines • Resource persons • Calendar of events |
| 2. channels of communication | <ul style="list-style-type: none"> • local barazas • ceremonies • harambee meetings • rallies |
| 3. Documentation tools | <ul style="list-style-type: none"> • Cameras • Pens • Chalk/charcoal • Video recorders • notebooks |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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| <p>1. Critical aspects of Competency</p> | <p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 demonstrated ability to prepare assessment tools for knowledge, attitude and practices 1.2 demonstrated ability to identify community awareness plan 1.3 demonstrated ability to review community awareness plan 1.4 demonstrated ability to conduct community awareness meetings 1.5 demonstrated ability to take inventory of community resources 1.6 demonstrated ability to disseminate information on community awareness activities 1.7 demonstrated ability to identify and use channels of communication in carrying out community awareness activities 1.8 demonstrated ability to document community awareness procedures 1.9 demonstrated ability to identify documentation tools 1.10 demonstrated ability to analyse documentation of community awareness activities |
| <p>2. Resource Implications</p> | <p>The following resources MUST be provided:</p> <ul style="list-style-type: none"> 2.1 Work plans 2.2 Meeting equipment and materials 2.3 Organisation policies 2.4 board room/meeting room 2.5 Fully equipped simulated meeting room 2.6 Censors reports 2.7 Maps |
| <p>3. Method of Assessment</p> | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written or oral questions 3.2 Observation 3.3 Third party report 3.4 Project 3.5 Interview 3.6 Review of portfolios |

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| 4. Context for Assessment | Competency may be assessed individually: 4.1 On- the -job 4.2 Off -the –job 4.3 Combination of both 4.4 simulated work environment |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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CARRY OUT ADVOCACY AND LOBBYING ACTIVITIES

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

UNIT DESCRIPTION:

This unit describes the competencies required to identify community socio economic issues, identify target groups, carry out problem analysis, in partnership with stakeholder's support implementation of lobbying activities, document the lobbying and advocacy activities.

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make the workplace function | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i> |
|---|---|
| 1. Identify community socio economic issues | 1.1 Project Boundaries Are Established as per organisation policy 1.2 <i>Local leadership</i> is informed as per organisation policy 1.3 Beneficiaries are identified adhering to gender mainstreaming, human rights-based programming and disability mainstreaming as per legislations 1.4 The process is documented as per organisation policy 1.5 Report is prepared as per SOPs. |
| 2. Identify target groups | 2.1 Assessment tools are developed as per organisation policy 2.2 Assessment team is identified and trained as per organisation policy. 2.3 Assessment is conducted as per the SOPs 2.4 Findings are analysed as per SOPs. 2.5 Report is prepared and disseminated as per organisation policy |
| 3. In partnership with stakeholders support implementation of lobbying and <i>advocacy activities</i> | 3.1 advocacy objectives are identified as per organisation policy 3.2 Activities are identified as per organisation policy. 3.3 Work plan is prepared as per the activities identified. 3.4 Budget is prepared as per the work plan 3.5 Resources are determined as per the budget. 3.6 Timeframe is developed as per organisation policy. |

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

RANGE

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

| Variable | Range <i>May include but not limited to:</i> |
|------------------------|---|
| 1. Advocacy activities | <ul style="list-style-type: none"> • Community mobilisation • Community empowerment programmes • Advocacy forums at various levels of governance • Social accountability mechanisms |
| 2. Local leadership | <ul style="list-style-type: none"> • Religious leaders • Opinion leaders • Political leaders |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting
- Facilitation
- Audience mapping
- Planning and prioritization

- Empathy
- Self-awareness
- Report writing
- Critical thinking
- Persuasion
- Team work
- People management
- Coordination
- Organizational
- Decision making
- Emotional intelligence

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

| | |
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| <p>1. Critical Aspects of Competency</p> | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to establish project boundaries 1.2 Demonstrated ability to identify beneficiaries of a project 1.3 Demonstrated ability to carry out documentation process. 1.4 Demonstrated ability to develop assessment tools 1.5 Demonstrated ability to analyse findings on problem analysis. 1.6 Demonstrated ability to identify relevant and advocacy partners 1.7 Demonstrated ability to strengthen advocacy partnerships 1.8 Demonstrated ability to design appropriate message for advocacy |
|--|--|

| | |
|--|---|
| | <p>1.9 Demonstrated ability to identify advocacy objectives</p> <p>1.10 Demonstrated ability to implement advocacy plans</p> <p>1.11 Demonstrated ability to document advocacy and lobbying activities</p> |
| 2. Resource implications | <p>2.1 A functional operations office</p> <p>2.2 Work plans</p> <p>2.3 Maps</p> <p>2.4 Transport means</p> <p>2.5 Computer</p> <p>2.6 Internet connectivity</p> |
| 3. Methods of Assessment | <p><i>Competency may be assessed through:</i></p> <p>3.1 Verbal questioning</p> <p>3.2 Project</p> <p>3.3 Observation</p> <p>3.4 Third party report</p> <p>3.5 Interview</p> <p>3.6 Written test</p> |
| 4. Context of Assessment | <p>Competency may be assessed individually</p> <p>4.1 on-the-job</p> <p>4.2 off-the-job</p> <p>4.3 workplace experience</p> |
| 5. Guidance information for assessment | <p>This unit may be assessed on an integrated basis with others within this occupational sector</p> |

UNDERTAKE CONFLICT RESOLUTION AND MANAGEMENT

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

UNIT DESCRIPTION:

This unit describes the competencies required to identify community conflict issues, establish the conflict causes, identify conflict resolution measures, support implementation of conflict resolution measures and document conflict resolution activities

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make the workplace function | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>(Bold and italicised terms are elaborated in the Range)</i> |
|---|--|
| 1. Identify community conflict issues | 1.1 Inception and introductory meetings are conducted as per organisation policy 1.2 Selection criteria for target population is developed as per organisation policy 1.3 Selection criteria is applied as per organisation policy 1.4 Mobilization of the target group is done as per the selection criteria |
| 2. Establish conflict causes | 2.1 Assessment tools for both primary and secondary data sources is developed as per SOPs 2.2 Assessment Tools are administered as per SOPs 2.3 Findings are documented as per organisation policy 2.4 Findings are analysed as per SOPs 2.5 Report is prepared as per SOPs. 2.6 Information is disseminated as per organisation policy |
| 3. Identify conflict resolution measures | 3.1 Relevant stakeholders mobilised as per organisation policy 3.2 <i>Conflict resolution program</i> formulation meeting conducted as per organisation policy 3.3 The conflict resolution program is formulated as per SOPs. |

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

RANGE

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

| Variable | Range <i>May include but not limited to:</i> |
|------------------------------|--|
| Peace building programs | <ul style="list-style-type: none"> • School based peace education programmes • Community peace programmes • Peace building meetings • Healing and reconciliation process |
| Conflict resolution programs | <ul style="list-style-type: none"> • Mediation |

| | |
|-----------------|---|
| Variable | Range <i>May include but not limited to:</i> |
| | <ul style="list-style-type: none"> • Arbitration • reconciliation |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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Required knowledge

The individual needs to demonstrate knowledge of:

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

- Statistics
- Economics
- Basic accounting
- Digital literacy

EVIDENCE GUIDE

| | |
|---------------------------------------|--|
| 1. Critical Aspects of Competency | <p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to mobilize target group 1.2 Demonstrated ability to identify selection criteria to identify target group 1.3 Demonstrated ability to apply selection criteria 1.4 Demonstrated ability to identify assessment tools for both primary and secondary data sources 1.5 Demonstrated ability to administer assessment tools 1.6 Demonstrated ability to disseminate information 1.7 Demonstrated ability to implement conflict resolution programmes 1.8 Demonstrated ability to identify monitoring tools 1.9 Demonstrated ability to review conflict resolution measures 1.10 Demonstrated ability to document conflict resolution and management activities. |
| 2. Resource implications | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A functional office 2.2 A fully equipped simulated training office |
| 3. Methods of Assessment | <p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test |
| 4. Context of Assessment | <p>Competency may be assessed individually</p> <ul style="list-style-type: none"> 4.1 on-the-job 4.2 off-the-job 4.3 workplace experience |
| 5 Guidance information for assessment | <p>This unit may be assessed on an integrated basis with others within this occupational sector</p> |

PERFORM HOME BASED CARE AND SUPPORT

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

UNIT DESCRIPTION

This unit covers competencies required to identify community needs, assess community needs, analyse stakeholders, identify individual needs, develop an individual care plan, implement individual care plan, monitor and document home based care activities

ELEMENTS AND PERFORMANCE CRITERIA

| ELEMENT These describe the key outcomes which make up workplace function. | PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i> |
|---|---|
| 1. Identify community needs | 1.1 Community leadership structures are identified as per SOPs 1.2 Introductory meetings with the community are conducted as per organization policy 1.3 A needs assessment tools are identified and implemented as per organization policy 1.4 A needs assessment is carried out as per the organization policy 1.5 Report is prepared as per the needs assessment |
| 2. Assess community needs | 2.1 Assessment tools are developed in collaboration with the ministry of health as per SOPs. 2.2 Targeting of the beneficiaries is done as per organization policy 2.3 Assessment tools are administered as per SOPs 2.4 Data collected is analyzed as per SOPs. 2.5 Assessment report is prepared as per organization policy 2.6 Dissemination of report findings is carried out as per organization policy |
| 3. Analyze stakeholders | 3.1 Local and external stakeholders mapping and analysis is done as per organisation policy 3.2 Stakeholders directory is prepared as per organisation policy 3.3 Mobilization of resources in collaboration with the stakeholders is done as per organisation policy |
| 4. Identify individual needs | 4.1 Assessment team is identified as per organization policy 4.2 Identification and engagement of community partners is carried out as per organization policy 4.3 Assessment tools are identified and implemented with the partners 4.4 Data collected is analysed as per organization policy |

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

RANGE OF VARIABLES

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

| VARIABLE | RANGE |
|--------------------------------|--|
| 1. Individual care plans (ICP) | May include but not limited to: <ul style="list-style-type: none"> • Assessment of the client/patient’s needs • Identification of effective interventions • Identification of resources • Resource allocation • Review of ICP |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

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|--|---|
| 1. Critical aspects of Competency | Assessment requires evidence that the candidate: 1.1 Demonstrated ability to identify community health structures 1.2 Demonstrated ability to map relevant partners 1.3 Demonstrated ability to establish collaborative partners 1.4 Demonstrated ability to develop assessment tools for home based care needs assessment 1.5 Demonstrated ability to collect data and prepare reports 1.6 Demonstrated ability to identify and mobilise resources required for home based care 1.7 Demonstrated ability to develop and implement individual care plan 1.8 Demonstrated ability to develop, implement and monitor advocacy plan 1.9 Demonstrated ability to identify indicators aligned to the individual care plan 1.10 Demonstrated ability to execute referrals 1.11 Demonstrated ability to document home based care and support activities |
| 2. Assessment Resource Implications | The following resources should be provided: 2.1 A functional office 2.2 A fully equipped simulated operations training office |
| 3. Methods of Assessment | Competency in this unit must be assessed through 3.1 Written tests 3.2 Observation 3.3 Oral tests 3.4 Third party report |
| 4. Context of Assessment | Competency may be assessed individually 4.1 on-the-job 4.2 off-the-job 4.3 combination of both |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

CARRY OUT CHILD WELFARE PROGRAMMES

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

UNIT DESCRIPTION

This unit cover the competencies required to identify child

ELEMENTS AND PERFORMANCE CRITERIA

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

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

RANGE OF VARIABLES

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

| VARIABLE | RANGE |
|---------------------------|---|
| 1. Child welfare problem. | <ul style="list-style-type: none"> • Sexual abuse • Child labour • Neglect |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Presentation
- Interpersonal relation
- Boundary setting

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

| | |
|--|---|
| 1. Critical aspects of competency | Assessment requires evidences that the candidate: 1.1 Demonstrated ability to develop and administer tools to identify child welfare problem 1.2 Demonstrated ability to prepare, analyse and share reports 1.3 Demonstrated ability to identify and administer tools to assess child welfare problems 1.4 Demonstrated ability to map existing child protection networks and create their directory 1.5 Demonstrated ability to establish referrals 1.6 Demonstrated ability to manage and coordinate child protection networks 1.7 Demonstrated ability to identify child protection policy 1.8 Demonstrated ability to strengthen child protection systems 1.9 Demonstrated ability to establish referrals and reporting pathways 1.10 Demonstrated ability to document child welfare programmes |
| 2. Resource Implications | The following resources MUST be provided: 2.1 A functional office 2.2 Fully equipped simulated operations training office 2.3 Resource persons |
| 3. Methods of Assessment | Competency may be assessed through: 3.1 Written tests 3.2 interview 3.3 Oral questioning 3.4 Observation 3.5 Third party report |
| 4. Context of Assessment | Competency may be assessed individually: 4.1 on-the-job 4.2 off-the-job 4.3 combination of both |
| 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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MANAGE COMMUNITY-BASED GROUPS

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

UNIT DESCRIPTION

This unit cover the competencies required to identify target group, mobilize target group, plan group meetings, plan group activities, carry out group activities, monitor group activities and document group activities

ELEMENTS AND PERFORMANCE CRITERIA

| <p>ELEMENT</p> <p>These describe the key outcomes which make up workplace function.</p> | <p>PERFORMANCE CRITERIA</p> <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range.</i></p> |
|--|--|
| <p>1. Identify target group</p> | <p>1.1 Contact with social development officer is established as per SOPs.</p> <p>1.2 <i>Assessment tools</i> are developed as per organization policy</p> <p>1.3 Assessment tools are administered as per organization policy.</p> <p>1.4 Assessment report is prepared as per the organization policy.</p> <p>1.5 Target group is identified as per organization policy</p> <p>1.6 Project area for a new group is identified as per organization policy</p> <p>1.7 Gender assessment is done as per SOPs</p> <p>1.8 Problem analysis is done as per organization policy</p> <p>1.9 Recruitment of new members is carried out as per organization policy</p> |
| <p>2. Mobilize target group</p> | <p>2.1 <i>Key contact person</i> are identified as per organization policy</p> <p>2.2 Sensitization of most key important person is conducted as per organization policy</p> <p>2.3 Mobilization plan is implemented as per organization policy</p> <p>2.4 Registration of members is done as per organization policy</p> |

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| 3. Plan group meetings | <p>3.1 Agenda is prepared as per SOPs</p> <p>3.2 Date of the meetings is set as per the group regulations</p> <p>3.3 Venue of the meeting is identified and confirmed based on availability</p> <p>3.4 <i>Meeting notice and invitations</i> are issued to members as per organization policy</p> <p>3.5 Group guidelines are established as per objectives</p> <p>3.6 Meeting is conducted as per group guidelines</p> <p>3.7 Minutes of the meeting are compiled as per SOPs</p> <p>3.8 Meeting minutes are shared as per organization policy</p> |
| 4. Organize group leadership | <p>4.1 Group leadership positions are established by members as per organization policy</p> <p>4.2 Roles of each position are defined as per organization policy</p> <p>4.3 Tenure of office is determined as the group rules</p> <p>4.4 Elections are conducted as per the group by laws</p> <p>4.5 Orientation of elected leaders is done as per the set group rules</p> <p>4.6 Assumption of office is done as per the group rules</p> |
| 5. Develop group objectives | <p>5.1 Problem analysis is conducted as per organization policy</p> <p>5.2 <i>Objectives</i> are developed in line with identified problem</p> <p>5.3 Objectives are documented as per organization policy</p> |
| 6. Plan group activities | <p>6.1 Activities are developed in line with set objectives.</p> <p>6.2 Resources required for each activity are identified as per the set objectives</p> <p>6.3 Activity implementation plan is developed as per organization policy</p> <p>6.4 Implementation task force is established as per organization policy</p> |
| 7. Carryout group activities | <p>7.1 Resources needed are mobilized as per organization</p> <p>7.2 Resources are allocated as per organization policy</p> <p>7.3 Activity plan is executed/ implemented as per organization policy</p> <p>7.4 Activity progress report is prepared as per organization policy</p> |

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| 8. Monitor group activities | 8.1 Monitoring tools are developed as per SOPs 8.2 Monitoring team is established as per organization policy 8.3 Monitoring is conducted based on the tools developed 8.4 Monitoring report is prepared and shared as per organization policy 8.5 Activity review is done when necessary |
| 9. Document group activities | 9.1 Documentation tools are prepared as per organization policy 9.2 Documentation plan prepared as per the organization policy. 9.3 Documentation procedures are identified as per SOPs 9.4 Documentation analysis is conducted as per the organization policy 9.5 Documents are stored as per organisation policy |

RANGE OF VARIABLES

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

| VARIABLE | RANGE |
|-----------------------------------|--|
| 1. Assessment tools | <ul style="list-style-type: none"> • Activities of the group • Contact of the group • Year of registration • Type of the group • Name of the group. • Group membership |
| 2. Key contact person | <ul style="list-style-type: none"> • Community leaders • Community workers • Religious leaders • Political leaders |
| 3. Capacity assessment tools | <ul style="list-style-type: none"> • Organization capacity • PESTEL • SWOT • By laws |
| 4. Meeting notice and invitations | <ul style="list-style-type: none"> • Dates • Venue |

| | |
|---------------|---|
| | <ul style="list-style-type: none"> • Time • Agenda |
| 5. Objectives | <ul style="list-style-type: none"> • Specific • Measurable • Achievable • Realistic • Time bound |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

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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.

| | |
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| <p>1. Critical aspects of competency</p> | <p>Assessment requires evidences that the candidate:</p> <p>1.1 Demonstrated ability to establish contacts with the social development officer</p> <p>1.2 Demonstrated ability to develop and administer assessment tools</p> <p>1.3 Demonstrated ability to prepare reports</p> <p>1.4 Demonstrated ability to identify target group for a project</p> <p>1.5 Demonstrated ability to carry out gender assessment</p> <p>1.6 Demonstrated ability to identify key contact persons in a group project</p> <p>1.7 Demonstrated ability to carry out sensitization, mobilization and registration of new group members</p> <p>1.8 Demonstrated ability to conduct meetings</p> <p>1.9 Demonstrated ability to establish group leadership positions and roles</p> <p>1.10 Demonstrated ability to conduct group elections</p> <p>1.11 Demonstrated ability to develop group objectives</p> <p>1.12 Demonstrated ability plan group activities</p> <p>1.13 Demonstrated ability to implement group activities</p> <p>1.14 Demonstrated ability to monitor group activities</p> <p>1.15 Demonstrated ability to document group activities</p> |
| <p>2. Resource Implications</p> | <p>The following resources MUST be provided:</p> <p>2.1 A functional office</p> <p>2.2 Fully equipped simulated operations training office</p> <p>2.3 Stationery</p> |
| <p>3. Methods of Assessment</p> | <p>Competency may be assessed through:</p> <p>3.1 Written tests</p> <p>3.2 Interview</p> <p>3.3 Oral questioning</p> |

| | |
|---------------------------------------|---|
| | <p>3.4 Observation</p> <p>3.5 Third party report</p> |
| 4 Context of Assessment | <p>Competency may be assessed individually:</p> <p>4.1 on-the-job</p> <p>4.2 off-the-job</p> <p>4.3 combination of both</p> |
| 5 Guidance information for assessment | <p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p> |

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CONDUCT COMMUNITY CRISIS AND DISASTER SENSITIZATION PROGRAMS

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

UNIT DESCRIPTION

This unit specifies the competencies required to identify prevalent community crisis and disasters, create awareness on the community crisis and disasters, support implementation of community disaster prevention and response plan, monitor community crisis and disasters and document community crisis and document community crisis and disasters.

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <p>These describe the key outcomes which make up workplace function.</p> | <p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p> |
| <p>1. Identify prevalent community crisis and disasters</p> | <p>1.1 Existing disasters are profiled as per SOPs. 1.2 Existing disasters are categorised as per the profile 1.3 Early warning signs are identified and documented as per organisation policy 1.4 Preference of disaster is determined as per the documentation</p> |
| <p>2. Create awareness on the community crisis and disasters</p> | <p>2.1 Crisis and disaster partnership partners are identified as per organisation policy 2.2 collaborative crisis and disaster partnership are strengthened and established as per organisation policy 2.3 Planning and review meetings are conducted as per the SOPs</p> |

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| 3. Support implementation of community disaster prevention and response plan | 3.1 An audit on the community disaster prevention and response is carried out as per SOPs 3.2 <i>Disaster prevention and response plan</i> is identified as per organization policy 3.3 Resources to implement the plan are mobilised as per organisation policy 3.4 Potential resource providers are identified as per resource gaps’ |
| 4. Monitor community crisis and disasters | 4.1 Disaster risk reduction measures implemented as per organisation policy. 4.2 Disaster response measures are implemented as per organisation policy 4.3 <i>Disaster risk measures</i> are implemented as per organisation policy. 4.4 Monitoring and review of response and reduction plan is carried out as per organisation policy |
| 5. Document community crisis and disasters | 5.1 Documentation procedures are identified as per SOPs. 5.2 Documents are stored as per organisation policy 5.3 Documentation plan prepared as per the organization policy. 5.4 Documentation tools are prepared as per organisation policy 5.5 Documentation analysis is conducted as per the organization policy |

RANGE

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

| VARIABLE | RANGE |
|--|--|
| 1. Disaster prevention and response plan | May include but not limited to: 1.1 Profiling of potential risks/disasters 1.2 Prevention measures |

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|---------------------------|---|
| | 1.3 Response measures 1.4 Rapid assessment tools 1.5 Safeguarding policies |
| 2. Disaster risk measures | 2.1 Assessment of prevention and response measures 2.2 Capacity building 2.3 Contingency planning |

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required knowledge

The individual needs to demonstrate knowledge of:

- Social welfare policies
- Human behaviour and social environment
- Social work practices and interventions
- Social research
- Nutrition and food supply
- Basic counselling and psychology
- Rehabilitation programs

- Statistics
- Economics
- Basic accounting
- Digital literacy
- Environmental management

EVIDENCE GUIDE

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| <p>1. Critical aspects of Competency</p> | <p>Assessment requires evidences that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated ability to profile existing disasters 1.2 Demonstrated ability to categorise existing disasters 1.3 Demonstrated ability to identify and document early warning signs 1.4 Demonstrated ability to determine preference of disaster 1.5 Demonstrated ability to identify crisis and disaster partnerships 1.6 Demonstrated ability to conduct review meetings 1.7 Demonstrated ability to carry out an audit of the community disaster prevention and response 1.8 Demonstrated ability to prepare a prevention and response plan 1.9 Demonstrated ability to mobilise resources 1.10 Demonstrated ability to monitor the implementation of a crisis and disaster prevention and response plan 1.11 Demonstrated ability to document disaster/crisis management |
| <p>2. Resource implications</p> | <p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A functional office 2.2 A fully equipped simulated operations training office 2.3 First aid kit 2.4 Disaster management equipment |
| <p>3. Methods of Assessment</p> | <p><i>Competency may be assessed through:</i></p> <ul style="list-style-type: none"> 3.1 Verbal questioning 3.2 Project 3.3 Observation 3.4 Third party report 3.5 Interview 3.6 Written test |
| <p>4. Context of Assessment</p> | <p>Competency may be assessed individually</p> <ul style="list-style-type: none"> 4.1 on-the-job |

| | |
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| | 4.2 off-the-job 4.3 workplace experience |
| 5. Guidance information for assessment | Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. |

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