REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

CHILD PROTECTION OFFICER

LEVEL 5

TVET CDACC
P.O BOX 15745-00100
NAIROBI

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FOREWORD

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

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

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

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

PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING MINISTRY OF EDUCATION

PREFACE

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

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

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

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, Child Protection SSAC, expert workers and all those who participated in the development of these Occupational Standards.

CHAIRPERSON
TVET CDACC

ACKNOWLEDGMENT

These Occupational Standards were developed through combined effort of various stakeholders from private and public organizations. I am 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 Child protection Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

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

CHAIRPERSON
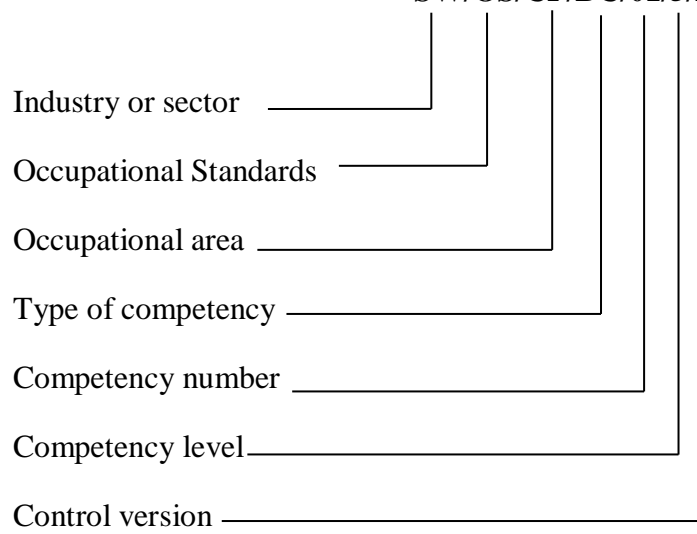**CHILD PROTECTION SECTOR SKILLS ADVISORY COMMITTEE**

TABLE OF CONTENTS

ACRYNOMYS

A   Control Version

ASAL   Arid and Semi-Arid Lands

CBCPM   Community-Based Child Protection Mechanisms

CBET   Competency-Based Education and Training

CBOs   Community Based Organizations

CCI   Charitable Children Institutions

CDACC   Curriculum Development, Assessment and Certification Council

CFS   Child Friendly Schools

CSOs   Civil Society Organizations

DCS   Department of Children Services

FBOs   Faith Based Organizations

FGM   Female Genital Mutilation

HIV   Human Immunodeficiency Virus

ICT   Information communication technology

M&E   Monitoring and Evaluations

MOU   Memorandum of Association

NEMA   National Environment Management Authority

NGOs   Non-Governmental Organizations

OB   Occurrence Book

ODK   Open Data Kits

OSH   Occupational Safety and Health

SOPs   Standard Operating Procedures

SRHR   Sexual and Reproductive Health and Rights

TVET   Technical and Vocational Education and Training

WASH   Water Sanitation Hygiene and Nutrition

KEY TO UNIT CODE

SW/OS/CP/BC/01/5/A

Industry or sector

Occupational Standards

Occupational area

Type of competency

Competency number

Competency level

Control version

OVERVIEW

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

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

BASIC UNITS OF COMPETENCY

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

CORE UNITS OF COMPETENCY

Unit Code	Unit Title
SW/OS/CP/CR/01/5/A	Manage Child Welfare Programmes
SW/OS/CP/CR/02/5/A	Carry Out Community-Based Child Protection Strategies
SW/OS/CP/CR/03/5/A	Coordinate Child Rights Policy Enforcement
SW/OS/CP/CR/04/5/A	Carry Out Case Management
SW/OS/CP/CR/05/5/A	Provide Psycho-Social Support

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met based on workplace requirements 1.2 Different communication approaches are identified and applied according to clients' needs 1.3 Conflict is identified and addressed as per the standards of the organization
2. Contribute to the development of communication strategies	2.1 Strategies for internal and external dissemination of information are developed, promoted, implemented and reviewed as per organizations' strategic plan 2.2 Channels of communication are established and reviewed based on the workplace needs 2.3 Communication training needs are identified and provided according to SOPs 2.4 Work related network and relationship are maintained based on workplace requirements 2.5 Negotiation and conflict resolution strategies are maintained as per the workplace procedures
3. Conduct workplace interviews	3.1 ***Communication strategies*** are identified and employed in ***interview situations*** based on workplace requirements 3.2 Records of interviews are made and maintained in accordance with organizational procedures 3.3 Effective questioning, listening and nonverbal communication techniques are used based on needs

4. Facilitate group discussions	4.1 Mechanisms to enhance **effective group interaction** are identified and implemented according to workplace requirements
	4.2 Strategies to encourage group participation are identified and used as per organizations' procedures
	4.3 Meetings objectives and agenda are set and followed based on workplace requirements
	4.4 Relevant information is provided and feedback obtained according to set protocols
	4.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines
	4.6 Specific communication needs of individuals are identified and addressed as per individual needs
5. Represent the organization	5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements Presentation is delivered in a clear and sequential manner as per the predetermined time
	5.2 Presentation is made as per appropriate media
	5.3 Difference views are respected based on workplace procedures
	5.4 Written communication is done as per organizational standards
	5.5 Inquiries are responded according to organizational standard

RANGE

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

Variable	Range
1. Communication strategies may include but not limited to:	• Language switch
	• Comprehension check
	• Repetition
	• Asking confirmation
	• Paraphrase
	• Clarification request
	• Translation
	• Restructuring
	• Approximation

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Met communication needs of clients and colleagues 1.2 Contributed to the development of communication strategies 1.3 Conducted interviews 1.4 Facilitated group discussions 1.5 Represented the organization
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4. Context of Assessment	Competency may be assessed: 4.1 On the job 4.2 Off the job 4.3 During industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

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

	4.4	Common angles identified in accordance with SOPs
	4.5	Common angles in everyday objects are appropriately estimated as per SOPs
	4.6	Formal and informal mathematical language are used to describe and compare common angles as per workplace procedures.
	4.7	Common geometric instruments used to draw two dimensional shapes as per SOPs
	4.8	Routine three dimensional objects constructed from given nets as per SOPs.
5. Interpret routine tables, graphs and charts for work	5.1	Routine tables, graphs and charts identified in predominately familiar texts and contexts as per tables and graph manuals
	5.2	Common types of graphs and their different uses identified as per SOPs
	5.3	Features of tables, graphs and charts identified as per workplace procedures
	5.4	Information in routine tables, graphs and charts located and interpreted as per workplace procedures
	5.5	Calculations are perform to interpret information as per SOPs
	5.6	How statistics can inform and persuade interpretations is explained as per SOPs
	5.7	Misleading statistical information is identified as per workplace procedures.
	5.8	Information relevant to the workplace is discussed as per workplace procedures.
6. Collect data and construct routine tables and graphs for work	6.1	Features of common tables and graphs identified as per SOPs
	6.2	Uses of *different tables and graphs* identified as per job specifications
	6.3	Data and variables to be collected are determined as per workplace procedures.
	6.4	The audience is determined as per the workplace procedures
	6.5	Method of data collection is select as per job requirement
	6.6	Data is collected as per SOPs
	6.7	Information is collated in a table as per SOPs
	6.8	Suitable scale and axes determined as per job specifications
	6.9	Graph to present information is drafted and drawn as per SOPs

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

RANGE

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

Variable	Range
1. Use basic functions of calculator may include but not limited to:	• Addition • Multiplication • Calculate ratios • Conversion of ratios into percentages
2. Different tables and graphs may include but not limited to:	• Bar Graphs • Flow Charts • Pie Charts • Pictograph • Line Graphs • Time Series Graphs • Stem and Leaf Plot

	• Histogram • Dot Plot • Scatter plot

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate:

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

DEMONSTRATE DIGITAL LITERACY

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

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

RANGE

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

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Analytical skills
- Interpretation
- Typing
- Communication
- Basic ICT skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes

- Detection and protection of computer crimes
- Laws governing protection of ICT
- Microsoft suite

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
2. Resource Implications	The following resources should be provided: 2.1 Tablets 2.2 Laptops 2.3 Desktop computers 2.4 Calculators 2.5 Internet 2.6 Smart phones 2.7 Operation Manuals
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Observation 3.3 Practical assignment 3.4 Interview/Oral Questioning
4. Context of Assessment	Competency may be assessed in: 4.1 Off the job 4.2 On the job setting 4.3 Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENTREPRENEURIAL SKILLS

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

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

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

RANGE

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

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

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Distinguished entrepreneurs and business persons correctly
	1.2 Identified ways of becoming an entrepreneur appropriately
	1.3 Explored factors affecting entrepreneurship development appropriately
	1.4 Analysed importance of self-employment accurately
	1.5 Identified requirements for entry into self-employment correctly
	1.6 Identified sources of business ideas correctly
	1.7 Generated Business ideas and opportunities correctly
	1.8 Analysed business life cycle accurately
	1.9 Identified legal aspects of business correctly
	1.10 Assessed product demand accurately
	1.11 Determined Internal and external motivation factors appropriately
	1.12 Carried out communications effectively
	1.13 Identified sources of business finance correctly
	1.14 Determined Governing policy on small scale enterprise appropriately
	1.15 Explored problems of starting and operating SSEs effectively
	1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly
	1.17 Prepared executive summary correctly
	1.18 Determined business innovative strategies appropriately
	1.19 Presented business plan effectively
2. Resource Implications	The following resources should be provided:
	2.1 Access to relevant workplace where assessment can take place
	2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	Competency may be assessed through:
	3.1 Written tests
	3.2 Oral questions
	3.3 Third party report

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

DEMONSTRATE EMPLOYABILITY SKILLS

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

Unit Description

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

ELEMENTS AND PERFORMANCE CRITERIA

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

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

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

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

RANGE

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

Range	Variable
1. Drug and substance abuse may include but not limited to:	Commonly abused • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
2. Feedback may include but not limited to:	• Verbal • Written • Informal • Formal
3. Relationships may include but not limited to:	• Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships

4. Forms of communication may include but not limited to:	• Written • Visual • Verbal • Non verbal • Formal and informal
5. Team may include but not limited to:	• Small work group • Staff in a section/department • Inter-agency group
6. Personal growth may include but not limited to:	• Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
7. Personal objectives may include but not limited to:	• Long term • Short term • Broad • Specific
8. Trainings and career opportunities may include but not limited to	• Participation in training programs • Technical • Supervisory • Managerial • Continuing Education • Serving as Resource Persons in conferences and workshops
9. Resource may include but not limited to:	• Human • Financial • Hardware • Software
10. Innovation may include but not limited to:	• New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
11. Emerging issues may include but not limited to:	• Terrorism • Social media • National cohesion • Open offices
12. Range of media for learning may include but not limited to:	• Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:
- Communication
- Critical thinking
- Observation
- Organizing
- Negotiation
- Monitoring
- Evaluation
- Record keeping
- Problem solving
- Decision Making
- Resource utilization
- Resource mobilization

Required Knowledge

The individual needs to demonstrate knowledge of:

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

- Professional growth and development
- Technology in the workplace
- Emerging issues
- Social media
- Terrorism
- National cohesion

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Led small teams 1.5 Planned and organized work 1.6 Maintained professional growth and development 1.7 Demonstrated workplace learning 1.8 Demonstrated problem solving skills 1.9 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3. Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral questioning 3.2 Portfolio of evidence 3.3 Third Party Reports 3.4 Written tests
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENVIRONMENTAL LITERACY

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. ***Bold and italicized terms are elaborated in the Range***
1. Control environmental hazard	1.1 ***Storage methods*** for environmentally ***hazardous*** materials are strictly followed according to environmental regulations and OSHS. 1.2 ***Disposal methods*** of hazardous wastes are followed always according to environmental regulations and OSHS. 1.3 ***PPE*** is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution ***control measures*** are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according to Environmental Management and Coordination Act 1999 2.3 Methods for minimizing ***noise pollution*** is complied with based on *Noise* and Excessive Vibration *Pollution and Control Regulations*, 2009
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with.

		3.2	Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle)
		3.3	Methods for economizing and reducing resource consumption are practiced as per the Environmental Management and Coordination Act 1999
4.	Evaluate current practices in relation to resource usage	4.1	Information on resource efficiency **systems and procedures** are collected and provided to the work group where appropriate.
		4.2	Current resource usage is measured and recorded by members of the work group.
		4.3	Current purchasing strategies are analyzed and recorded according to industry procedures.
		4.4	Current work processes to access information and data is analyzed following enterprise protocol.
5.	Identify Environmental legislations/conventions for environmental concerns	5.1	Environmental *legislations/conventions* and local ordinances are identified according to the different *environmental aspects/impact*
		5.2	*Industrial standard/environmental practices* are described according to the different environmental concerns
6.	Implement specific environmental programs	6.1	Programs/Activities are identified according to organizations policies and guidelines.
		6.2	Individual roles/responsibilities are determined and performed based on the activities identified.
		6.3	Problems/constraints encountered are resolved in accordance with organizations' policies and guidelines
		6.4	Stakeholders are consulted based on company guidelines
7.	Monitor activities on Environmental protection/Programs	7.1	Activities are periodically monitored and evaluated according to the objectives of the environmental Program
		7.2	Feedback from stakeholders are gathered and considered in proposing enhancements to the program based on consultations
		7.3	Data gathered are analyzed based on evaluation requirements
		7.4	Recommendations are submitted based on the findings

| | 7.5 Management support systems are set/established to sustain and enhance the program |
| | 7.6 Environmental incidents are monitored and reported to concerned/proper authorities |

RANGE

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

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

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

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Controlled environmental hazard
	1.2 Controlled environmental pollution
	1.3 Demonstrated sustainable resource use
	1.4 Evaluated current practices in relation to resource usage
	1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns.
	1.6 Described industrial standard environmental practices according to the different environmental issues/concerns.
	1.7 Resolved problems/ constraints encountered based on management standard procedures
	1.8 Implemented and monitored environmental practices on a periodic basis as per company guidelines

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

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

RANGE

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

Variable	Range
1. Hazards may include but are not limited to:	• Physical hazards • Biological hazards • Chemical hazards • Ergonomics • Psychological factors • Physiological factors • Safety hazards • Unsafe workers' act
2. Indicators may include but are not limited to:	• Increased of incidents of accidents, injuries • Increased occurrence of sickness or health complaints/ symptoms • Common complaints of workers related to OSH • High absenteeism for work-related reasons
3. Evaluation and/or work environment measurements may include but are not limited to:	• Health Audit • Safety Audit • Work Safety and Health Evaluation • Work Environment Measurements of Physical and Chemical Hazards
4. OSH issues and/or concerns may include but are not limited to:	• Workers' experience/observance on presence of work hazards • Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks) • Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines
5. Prevention and control measures may include but are not limited to:	• Eliminate the hazard • Isolate the hazard • Substitute the hazard with a safer alternative • Use administrative controls to reduce the risk • Use engineering controls to reduce the risk • Use personal protective equipment • Safety, Health and Work Environment Evaluation • Periodic and/or special medical examinations of workers

6. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:	• Arm/Hand guard, gloves • Eye protection (goggles, shield) • Hearing protection (ear muffs, ear plugs) • Hair Net/cap/bonnet • Hard hat • Face protection (mask, shield) • Apron/Gown/coverall/jump suit • Anti-static suits • High-visibility reflective vest
7. Appropriate risk controls	• Eliminate the hazard altogether • Isolate the hazard from anyone who could be harmed • Substitute the hazard with a safer alternative • Use administrative controls to reduce the risk • Use engineering controls to reduce the risk • Use personal protective equipment
8. Contingency measures may include but are not limited to:	• Evacuation • Isolation • Decontamination • Emergency personnel
9. Emergency procedures may include but are not limited to:	• Fire drill • Earthquake drill • Basic life support/CPR • First aid • Spillage control • Decontamination of chemical and toxic • Disaster preparedness/management • Set of fire-extinguisher
10. Incidents and emergencies may include but are not limited to:	• Chemical spills • Equipment/vehicle accidents • Explosion • Fire • Gas leak • Injury to personnel • Structural collapse • Toxic and/or flammable vapors emission.
11. OSH-related Records may include but are not limited to:	• Medical/Health records • Incident/accident reports • Sickness notifications/sick leave application • OSH-related trainings obtained

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate:
	1.1 Identified hazards in the workplace based their indicators
	1.2 Evaluated workplace hazards based on legal requirements.
	1.3 Addressed OSH concerns raised by workers as per legal requirements.
	1.4 Implemented hazard prevention and control measures as per legal requirement.

		1.5 Conducted risk assessment as per legal requirement.
		1.6 Developed risk matrix based on likely impact.
		1.7 Recognized and established contingency measures in accordance with organization procedures.
		1.8 Identified, evaluated and reviewed company OSH program based on legal requirements.
		1.9 Implemented company OSH programs as per legal requirements.
		1.10 Capacity built workers on OSH standards and procedures as per legal requirements
		1.11 Maintained OSH-related records as per legal requirements.
2.	Resource Implications	The following resources should be provided: 2.1 Access to relevant workplace where assessment can take place 2.2 Appropriately simulated environment where assessment can take place
3.	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Observation 3.2 Oral questioning 3.3 Written test 3.4 Portfolio of Evidence 3.5 Interview 3.6 Third party report
4.	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPETENCY

EXECUTE CHILD WELFARE PROGRAMMES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the **key outcomes** which make up workplace function (to be stated in active)	These are **assessable statements** which specify the required level of performance for each of the elements (to be stated in passive voice) ***Bold and italicized terms are elaborated in the Range***
1. Carry out child welfare needs assessment	1.1 ***Child social economic welfare needs*** are identified according to welfare programmes 1.2 Needs assessment plan is interpreted as per identified welfare needs 1.3 Data collection training is carried out as per the need's assessment plan 1.4 Child welfare programme data is collected and presented according to standard procedures 1.5 Programme needs report is prepared and shared according to standard requirements
2. Carry out child welfare action plan	2.1 Implementing programme partners are mobilized and briefed according to programme designs 2.2 Programme implementers are trained according to programme implementation plan 2.3 Programme is implemented according to approved implementation plan and budget 2.4 Progress implementation report is prepared and disseminated in accordance with implementation plan

3.	Monitor child welfare programmes	3.1 Monitoring and evaluation strategy is obtained based on the organization requirement
		3.2 Programme *performance indicators* are identified/ as per programme design
		3.3 Monitoring and evaluation team is identified, trained and assigned duties according to project objectives
		3.4 Programme data is collected and shared based on programmes performance indicators
		3.5 Monitoring and evaluation report is prepared and shared according to monitoring and evaluation procedures
		3.6 Project review recommendations are prepared and shared based on project performance
4.	Maintain child welfare programmes networks	4.1 Existing child welfare programme networks are identified according to the child protection strategies.
		4.2 Stakeholders in child protection are mobilized as per child protection guidelines.
		4.3 Maintain and update records on child protection networks according to the child protection guidelines.
		4.4 Periodic child protection network meetings are held to according to child protection policies.
		4.5 Maintain collaborations between sectors and levels based on child protection frameworks

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. Child social economic welfare needs may include but are not limited to:	• Education • Health • Life skills • Safety and security
2. Performance indicators may include but are not limited to:	• Number of trained volunteers • Number of beneficiaries reached • Enrollment rates • Number of households reached

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Networking
- Advocacy
- Reporting and documentation
- Analytical
- Management
- Computer
- Problem solving
- Critical thinking
- Coordination
- Team work

Required Knowledge

The individual needs to demonstrate knowledge of:

- Project management
- Financial and administration
- Child trafficking
- Child health and nutrition
- Alternative family care
- Water sanitation and Hygiene and Nutrition (WASH +)
- Resource mobilization

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 Carried out programme needs assessment and prepared a report
	1.2 Prepared and utilized programme budget
	1.3 Prioritized child welfare programmes
	1.4 Identified and networked programme partners
	1.5 Carried out project and prepared periodic reports
	1.6 Developed monitoring and evaluation tools

		1.7 Carried out monitoring and evaluation and prepared a report
		1.8 Developed, reviewed and updated programme information management systems
		1.9 Demonstrated understanding of project management cycles
2.	Resource Implications	The following resources should be provided:
		2.1 Workstation
		2.2 Stationery
		2.3 Manuals
3.	Methods of Assessment	Competency in this unit may be assessed through:
		3.1 Oral
		3.2 Written
		3.3 Observation
		3.4 Case study
4.	Context of Assessment	Competency may be assessed:
		4.1 On-the-job
		4.2 Off-the –job
		4.3 During Industrial attachment
5.	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CARRY OUT COMMUNITY-BASED CHILD PROTECTION STRATEGIES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function (to be stated in active)	These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice)
	Bold and italicized terms are elaborated in the Range
1. Identify child protection strategies	1.1 Existing ***child protection structures*** are identified according to child protection requirements
	1.2 Assessment of existing community structures is carried out according to standard requirements
	1.3 Child protection barriers are identified as per child protection policy requirements.
	1.4 Assessment report is prepared and shared based on child protection requirements
	1.5 ***Child protection barriers*** are identified based on assessment report of community structures
	1.6 ***Children in especially difficult circumstances*** are mapped and profiled according to existing child protection policies
	1.7 Caseworks are prepared according to history of abuse
	1.8 Safety concerns for child protection are identified according to community environment and detailed caseworks
	1.9 Enforcement of ***child abuse prevention guidelines*** is reported based on existing national safety programmes
	1.10 Community action plan is obtained and applied based on identified child protection barriers
2. Maintain child protection networks	2.1 ***Stakeholders in child protection*** are identified based on community child protection strategies
	2.2 Stakeholders in child protection are mobilized as per child protection guidelines

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
	2.3 Stakeholders in *child protection services* are determined according to child protection barriers 2.4 Child protection services are synchronized according to child protection barriers 2.5 *Child protection resources* are identified according to child protection barriers 2.6 Collaborations are strengthened based on available resources and activities of various child stakeholders 2.7 Coordination between sectors and levels is maintained based on child protection frameworks 2.8 Linkages are maintained based on community-based child protection mechanisms.
3. Identify child abuse indicators	3.1 Immediate needs assessment is carried out based on child protection guidelines. 3.2 Treatment/care plan is prepared based on the immediate needs identified in the immediate needs' assessment. 3.3 Rescue/placement is determined based on the immediate needs' assessment carried out. 3.4 Referrals and linkages are conducted based on the need's assessment carried out.
4. Conduct child protection strategies training, Advocacy	4.1 *Training materials and equipment* are identified as per community child protection strategies 4.2 Stakeholders are mobilized according to training requirements and child protection strategies 4.3 Trainings are carried out according to community child protection strategies 4.4 Advocacy campaigns on child protection are carried out based on child protection strategies 4.5 Referrals and linkage are strengthened as per child protection strategies 4.6 *community* awareness and sensitization is carried out according to child protection requirements 4.7 Preparation and sharing of reports on child implementation strategies is performed according to the required guidelines

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
5. Evaluate child protection strategies	5.1 Monitoring, evaluation and reporting tools are identified based on the program design 5.2 Data is collected as per the workplace instructions and standard requirements 5.3 Collected data is organized and shared as per M&E procedures 5.4 Recommendations are obtained and shared as per standard M&E requirements.

RANGE

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

VARIABLE	RANGE
1. Child protection structures may include but are not limited to:	• Laws • Standards and regulations • Policies
2. Child protection barriers may include but are not limited to:	• Retrogressive cultural beliefs and practices • Ignorance • Poverty • Inaccessibility • Hard to reach children protection services • Political good will

3.	Children in especially difficult circumstances may include but are not limited to:	• Refugees • Children in armed conflicts • Children in to substance abuse • Children living with disabilities • Children living with HIV • Children living on the streets • Children of prisoners • Sexually exploited children • Begging children • Children in prostitution • Children in severe poverty • Children affected by natural disasters • Child labor • Trafficked children • Children in ASAL areas
4.	Child abuse prevention guidelines may include but are not limited to:	• Child protection policy • Alternative family care • Regulation on formation and operation of charitable institutions of children

5.	Stakeholders in child protection may include but are not limited to:	• Civil society organizations (CSO)
		   o CBOs
		   o FBOs
		   o NGOs
		   o Development partners
		• Government ministries
		• Religious institutions
		• Learning institutions
		• Parents
		• Children

6.	Child protection services may include but are not limited to:	• Rehabilitation • Rescue • Medical care • Re-integration • Guidance and counselling • Psychosocial support • Sensitization on child rights and • Protection

7. Child protection resources may include but are not limited to:	• Finance • Human • Technologies • Child protection institutions
8. Content of policy may include but are not limited to:	• Referrals mechanisms • Child protection barriers • Child abuse indicators • Child protection stakeholders • Child protection policies • Reporting mechanisms • Documentation
9. Training materials and equipment may include but are not limited to:	• Manuals • Flyers • Brochures • Flip charts • Writing materials • Video clips • Projectors • Laptops
10. Child protection media campaigns may include but are not limited to:	• Posters • TV and radio advertisements • Print and electronic media • Social media • Banners
11. Community may include but are not limited to:	• Family • Opinion leaders • Local administration • FBOs • Religious 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:

- Planning
- Communication
- Monitoring and evaluation
- Reporting

- Computer
- Analytical
- Networking
- Coordination
- Team work
- Critical thinking
- Problem solving

Required Knowledge

The individual needs to demonstrate knowledge of:
- Child protection policy framework
- Child protection
- Child rights advocacy
- Child participation
- Project management
- Barriers to child protection
- Harmful and retrogressive cultural practices
- Violence against children
- Vulnerable children/Special needs children

EVIDENCE GUIDE

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

1	Critical Aspects of Competency	Assessment requires evidence that the candidate:
		1.1 Identified and assessed existing child protection structures
		1.2 Developed caseworks
		1.3 Identified child protection barriers and developed child protection strategies
		1.4 Formed child protection networks
		1.5 Carried out child protection strategies
		1.6 Conducted M&E of CBCPM and teams and prepared reports
		1.7 Demonstrated understanding of child protection
2	Resource Implications	The following resources should be provided:
		2.1 Work station
		2.2 Computer
		2.3 Training manuals
3	Methods of Assessment	Competency in this unit may be assessed through:
		3.1 Oral

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

ENFORCEMENT OF CHILD RIGHTS POLICIES

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

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function (to be stated in active)	These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
1 Identify vulnerable children	1.1 *Child vulnerability criteria* is obtained according to National child protection laws and policies 1.2 Community volunteer teams are identified according to the established national child vulnerability criteria 1.3 *Training tools* are assembled according to training requirements 1.4 Training is conducted as per the training requirements. 1.5 Vulnerability data is collected and shared according to standard procedures
2 Assess child rights violation	2.1 Allegation of *Child right violation* is reported based on child right protection framework 2.2 *Child violation indicators* are identified based on child rights protection procedures 2.3 Nature of violation is recorded based on standard procedures 2.4 Child safety is assessed based on child protection requirements 2.5 Other children's' safety is assessed based on child protection requirements 2.6 Support, linkages and referrals are conducted based on nature of child right abuse 2.7 Case record sheet is filled in line with the child protection information management guidelines 2.8 Social inquiry report is prepared and presented according to child protection guidelines.

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
3 Identify corrective plans of action	3.1 Nature of child right violation are identified and recorded according to existing child protection laws and policies. 3.2 Rescue operation is determined and carried out according to nature of threat 3.3 Rescue and placement of children is conducted in accordance child protection guidelines 3.4 Nature and extent of harm on the child is determined based on immediate assessment of the child 3.5 Linkages to relevant child service providers are undertaken according to needs and workplace guidelines
4 Carry out action plans	4.1 Initial needs assessment is carried out according to child protection guidelines 4.2 Initial needs Assessment report is prepared as per child protection procedures 4.3 Activities are identified according to the initial needs' assessment report. 4.4 Activities are assigned and executed according to the need's assessment report. 4.5 Monitoring and evaluation of action plan activities is carried out as per the standard requirements. 4.6 Preparation of Monitoring and evaluation report as per standard reporting requirements.
5 Maintain child protection networks	5.1 Child service providers' database is updated as per standard requirements 5.2 Child protection network periodic reporting is carried out according to standard requirements 5.3 Collective strategies are carried out through periodic child protection network meetings 5.4 Child protection network documentations are maintained and updated according to network policy guidelines

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. Child vulnerability criteria may include but are not limited to:	- Poverty levels - Orphan hood - Socio-economic factors - Education - Health - Disabilities - Abuse and neglect - Child headed households - Child offenders - Children of imprisoned mothers - Parenting - Children in institutions - Street children
2. Training tools may include but are not limited to:	- Child identification tools - Training manuals - Flip charts - Writing materials - Video clips - Projectors - Flyers - Laptops
3. Child right violation may include but are not limited to:	- FGM - Child marriage - Child trafficking - Physical abuse - Child labor - Child torture - Child exploitation - Children in armed conflicts - Malnutrition - Sexual harassment/defilement - Harmful cultural practices

VARIABLE	RANGE
4. Child violation indicators may include but are not limited to:	• Bruises • Wounds and injuries • Withdrawals • Aggression • Bleeding • Broken limbs • Pinch marks • Frequent hunger • Poor personal hygiene • Fatigue • Truancy • Drug and substance abuse • Suicidal tendencies

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:

- Planning
- Communication
- Management
- Teamwork
- Monitoring and evaluation
- Reporting
- Computer
- Analytical
- Networking
- Coordination
- Advocacy
- Multitasking
- Critical thinking
- Problem solving

Required Knowledge

The individual needs to demonstrate knowledge of:

- Child rights legislations and policies
- Child welfare and protection
- Conducting child interviews
- Child protection policy framework
- Child rights advocacy

- Child participation
- Project management
- Barriers to child protection
- Harmful and retrogressive cultural practices
- Violence against children
- Vulnerable children/Special needs children
- Documentation

EVIDENCE GUIDE

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

1	Critical Aspects of Competency	Assessment requires evidence that the candidate:
		1.1 Identified vulnerable children
		1.2 Assessed child rights violation
		1.3 Developed and carried out rescue plan
		1.4 Formed child protection committee and advocated for child friendly spaces
		1.5 Formed and strengthened child welfare support systems
		1.6 Documented child rights enforcement action plans
		1.7 Maintained child protection networks
		1.8 Demonstrated understanding of child rights legislation and policies
2	Resource Implications	The following resources should be provided:
		2.1 Workstation
3	Methods of Assessment	Competency in this unit may be assessed through:
		3.1 Oral
		3.2 Written
		3.3 Observation
		3.4 Case study
4	Context of Assessment	Competency may be assessed:
		4.1 On-the-job
		4.2 Off-the –job
		4.3 During Industrial attachment.
5	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CARRY OUT CASE MANAGEMENT

UNIT CODE: SW/OS/CP/CR/04/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) ***Bold and italicized terms are elaborated in the Range***
1 Conduct intake process	1.1 Case management tools are obtained according to child protection guidelines. 1.2 Cases of the children in need of care and protection and those in conflict with the law are recorded according to standard procedures 1.3 Immediate needs assessment of the child is carried out as per the protection policies
2 Assess a vulnerable child	2.1 Assessment tools are identified and obtained as per the child protection policy framework. 2.2 ***Assessment resources*** are identified according to the need's assessment plan 2.3 Assessment is carried out according to standard practices and guidelines 2.4 Assessment report is prepared and shared as per child protection guidelines
3 Prepare individual case plan	3.1 ***Child abuse cases*** are identified as per child protection policies 3.2 ***Required interventions*** are identified as per child assessment report 3.3 Available resources are determined according to required interventions 3.4 Linkages and referrals are identified and maintained with ***relevant stakeholders*** according to child protection policy frameworks 3.5 Implementation plan is obtained according to emergency rescue plan developed.
4 Carry out plans of action	4.1 Roles and responsibilities are assigned based on implementation plan developed

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
	4.2 Rescue operations and placement are carried out according to rescue operations plan 4.3 Sensitization trainings and awareness on behaviour change is conducted according to child protection policies 4.4 Linkages are enhanced based on child protection mechanisms 4.5 Report is prepared and shared according to standard requirements
5 Execute implementation plan	5.1 Performance indicators are obtained as per child protection plans 5.2 Monitoring and evaluation budget is utilized according to monitoring and evaluation requirements 5.3 Data on implemented child protection plans is collected and shared according to standard procedures 5.4 Monitoring and evaluation report is prepared and shared according to set procedures
6 Carry out case closure	6.1 Case disposal mechanism are determined based on the child protection guidelines 6.2 Child cases are transferred as per child protection standards 6.3 After care services is carried out based on child protection requirements 6.4 Information management database is updated as per child protection policy

RANGE

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

VARIABLE	RANGE
1. Assessment resources may include but are not limited to:	• Data collection tools • Finance • Human • Approval documents
2. Child abuse cases may include but are not limited to:	• FGM • Child marriage • Female infanticide • Forced feeding • Child trafficking • Child labor
3. Required interventions may include but are not limited to:	• Rescue • Reintegration
4. Relevant stakeholders may include but are not limited to:	• Local administration • Community • Civil society • Religious leaders • Institutions of learning • Government departments

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:

- Networking
- Leadership
- Communication
- Computer
- Teamwork
- Conflict resolution
- Reporting
- Analytical
- Creativity and innovation

Required Knowledge

The individual needs to demonstrate knowledge of:

- Case management
- Child protection policies
- Public relations
- Basic principles of management
- Children at risk
- Project management
- Legal instruments
- Administration and financial management
- Social work and community development
- Record keeping

EVIDENCE GUIDE

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

1	Critical Aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted intake process accordingly 1.2 Assessed vulnerable child and prepared a report 1.3 Networked relevant stakeholders and formed linkages 1.4 Developed and carried out rescue plan 1.5 Placed children in safe housing 1.6 Carried out case closure appropriately 1.7 Developed case management information systems 1.8 Reviewed and updated case management information systems
2	Resource Implications	The following resources should be provided: 2.1 Workstation 2.2 Legal instruments 2.3 Computer
3	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study
4	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment.
5	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

PROVIDE PSYCHO-SOCIAL SUPPORT

UNIT CODE: SW/OS/CP/CR/05/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function (to be stated in active)	These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
1 Carry out psychosocial needs assessment (PSS)	1.1 Needs assessment plan is carried out according to existing child protection policies
	1.2 Child psychosocial needs are recorded according child protection policies
	1.3 Resources for psychosocial needs are mobilized according to the need's assessment plans.
	1.4 Data is collated according standard procedures
	1.5 Needs assessment report is shared as per standard guidelines
2 Plan for psychosocial support activities	2.1 Implementation plan is obtained based on needs assessment report
	2.2 Beneficiaries are listed based on psychosocial needs assessment report
	2.3 *Psychosocial support activities* are identified and prioritized based on identified needs
	2.4 Budgetary allocation plan is obtained according to psychosocial needs assessment report.
	2.5 Community volunteer teams are identified and trained based on the need's assessment report.
3 Carry out psychosocial support	3.1 Required resources are mobilized according to psychosocial implementation plan
	3.2 Psychosocial support implementation plan is executed according to the identified psychosocial needs
	3.3 Psychosocial support progress report is prepared, documented and shared as per standard procedures

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) *Bold and italicized terms are elaborated in the Range*
	3.4 Networking and linkages with *specialized services* providers is carried out according psychosocial support requirements
4 Conduct re-integration activities	*4.1* Re-integration plan is identified according to *individual case needs* 4.2 *Re-integration resources* are mobilized based on child protection programme guidelines. 4.3 Maintain networks with relevant institutions according to child protection guideline's 4.4 Re-integration plan is carried out based on re-integration procedure guidelines. 4.5 Report on re-integration activities is documented based on standard requirements
5 Conduct re-integration follow-ups	5.1 Re-integration follow-up plan is identified according to re-integration procedures 5.2 Resources are mobilized according to re-integration plan and workplace instructions 5.3 Follow-ups are conducted as per re-integration follow-up plan 5.4 Re-integration follow-up report is prepared and shared as re-integration requirements and procedures.

RANGE

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

VARIABLE	RANGE
1. Available documentations may include but are not limited to:	• Previous research reports • Journals • Print media • Electronic media • Social media

VARIABLE	RANGE
2. Psychosocial support activities may include but are not limited to:	• Counselling • Social welfare services • Support groups • Mentorships • Spiritual nourishment • Recreational activities • Health related activities • Mobilization of family care support activities

3. Specialized service may include but are not limited to:	• Counselling
	• Medical
	  o Deworming
	  o Treatments
	• Peers educators
	• Accounting
	• Motivational speaking
	• Psycho-social support services
	• Life skill development

4. Re-integration resources may include but are not limited to:	• Financial
	• Human
	• Technology
	  o Phones
	  o Photos
	  o Emails
	• Transport

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:
- Leadership
- Planning
- Training
- Co-ordination
- Management
- Interpersonal
- Networking
- Analytical
- Reporting
- Creativity and innovation

- Teamwork
- Computer
- Counselling
- Multitasking
- Problem-solving
- Critical thinking

Required Knowledge

The individual needs to demonstrate knowledge of:
- Child mental health
- Child protection policy frameworks
- Local administrations
- Child safety
- Record management
- Legal instruments on child protection
- Partnerships and collaborations
- Public relations
- Project management
- Barriers to child protection
- Child psychology

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 Carried out psychosocial need's assessment
		1.2 Prepared and shared psychosocial needs assessment report
		1.3 Developed implementation plan on psychosocial activities
		1.4 Prepared and utilized budgetary allocation plan
		1.5 Mobilized psychosocial support resources
		1.6 Identified, prioritized and carried out psychosocial support activities
		1.7 Developed monitoring and evaluation tools on psychosocial support activities
		1.8 Reviewed psychosocial support programmes and prepared progressive reports
		1.9 Networked for specialized services for psychosocial support programmes
		1.10 Developed and carried out re-integration plans

		1.11 Conducted follow-ups and prepared a report on re-integration activities
		1.12 Demonstrated understanding of child safety and child protection policies
		1.13 Demonstrated understanding of child mental health and re-integration procedures
		1.14 Demonstrated ability to conduct child interviews to assess psychosocial needs
2	Resource Implications	The following resources should be provided: 2.1 Workstation 2.2 Laptop 2.3 Projector 2.4 Training manual 2.5 Legal instruments
3	Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Observation 3.3 Written 3.4 Case study 3.5 Third party report
4	Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment.
5	Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.