**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**CHILD PROTECTION**

**LEVEL 6**

TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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# FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution and this resulted to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed.

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

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**
**MINISTRY OF EDUCATION**

# PREFACE

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

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

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

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

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

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


**CHAIRPERSON**
 **TVET CDACC**

# ACKNOWLEDGMENT

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

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

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

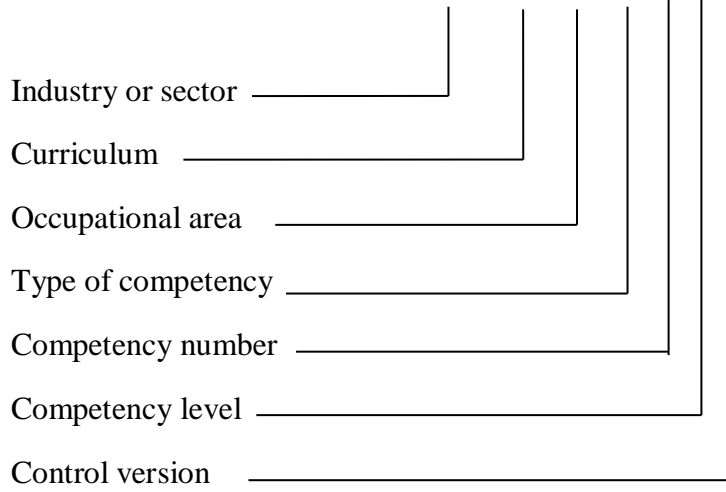**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# ABBREVIATIONS AND ACRONYMS

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

# KEY TO UNIT CODE

**SW/CU/CP/BC/01/6/A**

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

# COURSE OVERVIEW

Child Protection Officer level 6 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, providing psycho-social support, managing child abuse cases and managing children placement centre.

The units of competency leading to Child Protection Officer Level 6 qualification include the following units of Learning:

## Basic Units of Learning

| Unit Code | Unit Title | Duration in Hours | Credit factor |
|---|---|---|---|
| SW/CU/CP/BC/01/6/A | Communication Skills | 40 | 4 |
| SW/CU/CP/BC/02/6/A | Numeracy Skills | 60 | 6 |
| SW/CU/CP/BC/03/6/A | Digital Literacy | 60 | 6 |
| SW/CU/CP/BC/04/6/A | Entrepreneurship Education | 100 | 10 |
| SW/CU/CP/BC/05/6/A | Employability Skills | 80 | 8 |
| SW/CU/CP/BC/06/6/A | Environmental Literacy | 40 | 4 |
| SW/CU/CP/BC/07/6/A | Occupational Safety And Health Practices | 40 | 4 |
| **Total** | | **420** | **42** |

## Core Units of Learning

| Unit Code | Unit Title | Duration in Hours | Credit factor |
|---|---|---|---|
| SW/CU/CP/CR/01/6/A | Management Of Child Welfare Programmes | 220 | 22 |
| SW/CU/CP/CR/02/6/A | Community-Based Child Protection Strategies | 210 | 21 |
| SW/CU/CP/CR/03/6/A | Child Rights Enforcement | 210 | 21 |
| SW/CU/CP/CR/04/6/A | Case Management | 230 | 23 |
| SW/CU/CP/CR/05/6/A | Psycho-Social Support | 200 | 20 |
| SW/CU/CP/CR/06/6/A | Management Of Child Abuse Cases | 210 | 21 |

| SW/CU/CP/CR/07/6/A | Management Of Children Placement Centre | 240 | 24 |
|---|---|---|---|
| SW/CU/CP/CR/08/6/A | Industrial Attachment | 480 | 48 |
| **Total** | | **2000** | **200** |
| **Grand total** | | **2420** | **242** |

The total duration of the course for an average trainee is 2420 hours, which is equivalent to 80 weeks at 30 hours of learning per week, including 480 hours (12 weeks) of field attachment.

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

a)  Kenya Certificate of Secondary Education (KCSE) mean grade C- (minus)

**Or**

b)  Certificate Level 5 in a related course

**Or**

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

**Industrial attachment**
An individual enrolled in this course will undergo a field attachment for a duration of 480 hours which is equivalent to 12 weeks at 40 hours per week in a Child rights firm/organization. The trainee can also be attached in various government institutions which relates to child protection. This includes but not limited to departments of children's services.

**Trainer qualification**
A trainer for this course should have a higher qualification than the level of this course
**Assessment**
The course will be assessed at two levels:
**Internal assessment**: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

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

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

**Certification**

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded National Certificate in child protection Level 6, an individual must demonstrate competence in all the units of competency.

TVET CDACC will award these certificates in conjunction with the training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** SW/CU/CP/BC/01/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 40 hours

**Unit Description**
This unit covers the competencies required to demonstrate communication skills .It involves, meeting communication needs of clients and colleagues; developing communication strategies, establishing and maintaining communication pathways, conducting interviews, facilitating group discussion and representing the organization.

**Summary of Learning Outcomes**
1. Meet communication needs of clients and colleagues
2. Develop communication strategies
3. Establish and maintain communication pathways
4. Promote use of communication strategies
5. Conduct interview
6. Facilitate group discussion
7. Represent the organization

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Meet communication needs of clients and colleagues | <ul><li>Communication process</li><li>Modes of communication</li><li>Medium of communication</li><li>Effective communication</li><li>Barriers to communication</li><li>Flow of communication</li><li>Sources of information</li><li>Organizational policies</li><li>Organization requirements for written and electronic communication methods</li><li>Report writing</li></ul> | <ul><li>Interview</li><li>Written texts</li></ul> |

| | | | |
|---|---|---|---|
| | • Effective questioning techniques (clarifying and probing)<br>• Workplace etiquette<br>• Ethical work practices in handling communication<br>• Active listening<br>• Feedback<br>• Interpretation<br>• Flexibility in communication<br>• Types of communication strategies<br>• Elements of communication strategy | | |
| 2. Develop communication strategies | • Dynamics of groups<br>• Styles of group leadership<br>• Openness and flexibility in communication<br>• Communication skills relevant to client groups | • Interview<br>• Written texts | |
| 3. Establish and maintain communication pathways | • Types of communication pathways | • Interview<br>• Written texts | |
| 4. Promote use of communication strategies | • Application of elements of communication strategies<br>• Effective communication techniques | • Interview<br>• Written texts | |
| 5. Conduct interview | • Types of interview<br>• Establishing rapport<br>• Facilitating resolution of issues<br>• Developing action plans | • Interview<br>• Written texts | |
| 6. Facilitate group discussion | • Identification of communication needs<br>• Dynamics of groups<br>• Styles of group leadership<br>• Presentation of information | • Interview<br>• Written texts | |

| | | Encouraging group members participation | |
|---|---|---|---|
| | | Evaluating group communication strategies | |
| 7. Represent the organization | | • Presentation techniques <br>• Development of a presentation <br>• Multi-media utilization in presentation <br>• Communication skills relevant to client groups | • Interview <br>• Written texts |

**Suggested Methods of Instruction**
- Discussion
- Role playing
- Simulation
- Direct instruction

**Recommended Resources**
- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

# NUMERACY SKILLS

**UNIT CODE:** SW/CU/CP/BC/02/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Numeracy Skills.

**Duration of Unit:** 60 hours

**Unit Description**
This unit describes the competencies required to demonstrate numeracy skills. It involves applying a wide range of mathematical calculations for work; applying ratios, rates and proportions to solve problems; estimating, measuring and calculating measurement for work; using detailed maps to plan travel routes for work; using geometry to draw and construct 2D and 3D shapes for work; collecting, organizing and interpreting statistical data; using routine formula and algebraic expressions for work and using common functions of a scientific calculator.

**Summary of Learning Outcomes**
1. Apply a wide range of mathematical calculations for work
2. Apply ratios, rates and proportions to solve problems
3. Estimate, measure and calculate measurement for work
4. Use detailed maps to plan travel routes for work
5. Use geometry to draw and construct 2D and 3D shapes for work
6. Collect, organize and interpret statistical data
7. Use routine formula and algebraic expressions for work
8. Use common functions of a scientific calculator

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Apply a wide range of mathematical calculations for work | • Fundamentals of mathematics<br>• Addition, subtraction, multiplication and division of positive and negative numbers<br>• Algebraic expressions | • Written tests<br>• Assignments<br>• Supervised exercises |

| | | manipulation<br>•Forms of fractions, decimals and percentages<br>•Expression of numbers as powers and roots | |
|---|---|---|---|
| 2. | Apply ratios, rates and proportions to solve problems | • Rates, ratios and proportions<br>• Meaning<br>• Conversions into percentages<br>• Direct and inverse proportions determination<br>• Performing calculations<br>• Construction of graphs, charts and tables<br>• Recording of information | • Written tests<br>• Assignments<br>• Supervised exercises |
| 3. | Estimate, measure and calculate measurement for work | • Units of measurements and their symbols<br>• Identification and selection of measuring equipment<br>• Conversion of units of measurement<br>• Perimeters of regular figures<br>• Areas of regular figures<br>• Volumes of regular figures<br>• Carrying out measurements<br>• Recording of information | • Assignments<br>• Supervised exercises<br>• Written tests |
| 4. | Use detailed maps to plan travel routes for work | • Identification of features in routine maps and plans<br>• Symbols and keys used in routine maps and plans<br>• Identification and interpretation of orientation of map to North<br>• Demonstrate understanding of direction and location<br>• Apply simple scale to estimate length of objects, or distance | • Written<br>• Practical test |

| | | |
|---|---|---|
| | to location or object | |
| | • Give and receive directions using both formal and informal language | |
| | • Planning of routes | |
| | • Calculation of distance, speed and time | |
| 5. Use geometry to draw and construct 2D and 3D shapes for work | • Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations | |
| | • Explain the use and application of shapes | |
| | • Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes | |
| | • Identify common angles | |
| | • Estimate common angles in everyday objects | |
| | • Evaluation of unknown angles | |
| | • Use formal and informal mathematical language to describe and compare common angles | |
| | • Symmetry and similarity | |
| | • Use common geometric instruments to draw two dimensional shapes | |
| | • Construct routine three dimensional objects from given nets | |

| 6. | Collect, organize and interpret statistical data | • Classification of data<br>   • Grouped data<br>   • Ungrouped data<br>• Data collection<br>   • Observation<br>   • Recording<br>• Distinguishing between sampling and census<br>• Importance of sampling<br>• Errors in sampling<br>• Types of sampling and their limitations e.g.<br>   • Stratified random<br>   • Cluster<br>   • Judgmental<br>• Tabulation of data<br>   • Class intervals<br>   • Class boundaries<br>   • Frequency tables<br>   • Cumulative frequency<br>• Diagrammatic and graphical presentation of data e.g.<br>   • Histograms<br>   • Frequency polygons<br>   • Bar charts<br>   • Pie charts<br>   • Cumulative frequency curves<br>❑ Interpretation of data | • Assignments<br>• Supervised exercises<br>• Written tests |
| 7. | Use routine formula and algebraic expressions for work | • Solving linear equations<br>• Linear graphs<br>   • Plotting<br>   • Interpretation<br>• Applications of linear graphs<br>• Curves of first and second degree<br>   • Plotting | • Assignments<br>• Supervised exercises<br>• Written tests |

| | | |
|---|---|---|
| | • Interpretation | |
| 8. Use common functions of a scientific calculator | • Identify and use keys for common functions on a calculator<br>• Calculate using whole numbers, money and routine decimals and percentages<br>• Calculate with routine fractions and percentages<br>• Apply order of operations to solve multi-step calculations<br>• Interpret display and record result | •<br>• Written<br>• Practical test |

**Suggested Methods of Instruction**
- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

**Recommended Resources**
- Calculators
- Rulers, pencils, erasers
- Charts with presentations of data
- Graph books
- Dice

# DIGITAL LITERACY

**UNIT CODE:** SW/CU/CP/BC/02/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 60 hours

**Unit Description**
This unit describes competencies required to demonstrate digital literacy. It involves in identifying computer software and hardware, applying security measures to data, hardware, software in automated environment, computer software in solving task, internet and email in communication at workplace, desktop publishing in official assignments and preparing presentation packages.

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

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify computer hardware and software | • Concepts of ICT<br>• Functions of ICT<br>• History of computers<br>• Components of a computer<br>• Classification of computers | • Written tests<br>• Oral presentation |
| 2. Apply security measures to data, hardware, software in automated | • Data security and control<br>• Security threats and control measures<br>• Types of computer crimes | • Written tests<br>• Oral presentation<br>• Project |

| | | | | |
|---|---|---|---|---|
| | environment | • Detection and protection against computer crimes<br>• Laws governing protection of ICT | | |
| 3. | Apply computer software in solving tasks | • Operating system<br>• Word processing<br>• Spread sheets<br>• Data base design and manipulation<br>• Data manipulation, storage and retrieval | • Oral questioning<br>• Project | |
| 4. | Apply internet and email in communication at workplace | • Computer networks<br>• Network configurations<br>• Uses of internet<br>• Electronic mail (e-mail) concept | • Oral questioning<br>• Written report | |
| 5. | Apply desktop publishing in official assignments | • Concept of desktop publishing<br>• Opening publication window<br>• Identifying different tools and tool bars<br>• Determining page layout<br>• Opening, saving and closing files<br>• Drawing various shapes using DTP<br>• Using colour pellets to enhance a document<br>• Inserting text frames<br>• Importing and exporting text<br>• Object linking and embedding<br>• Designing of various publications<br>• Printing of various publications | • Oral questioning<br>• Written report<br>• Project | |

| 6. Prepare presentation packages | • Types of presentation packages <br> • Procedure of creating slides <br> • Formatting slides <br> • Presentation of slides <br> • Procedure for editing objects | • Oral questioning <br> • Written report <br> • Project |
|---|---|---|

**Suggested Methods of Instruction**
- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Project
- Group discussions

**Recommended Resources**
- Computers
- Printers
- Storage devices
- Internet access

# ENTREPRENEURIAL SKILLS

**UNIT CODE:** SW/CU/CP/BC/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 100 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Demonstrate knowledge of entrepreneurship and self-employment | <ul><li>Importance of self-employment</li><li>Requirements for entry into self-employment</li><li>Role of an Entrepreneur in business</li><li>Contributions of Entrepreneurs to National development</li><li>Entrepreneurship culture in</li></ul> | <ul><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li></ul> |
| 2. Identify entrepreneurship opportunities | <ul><li>Business ideas and opportunities</li><li>Sources of business ideas</li><li>Business life cycle</li><li>Legal aspects of business</li><li>Assessment of product demand</li><li>Business environment</li><li>Factors to consider when evaluating business environment</li><li>Technology in business</li></ul> | <ul><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li><li>Interviews</li></ul> |
| 3. Create entrepreneurial awareness | <ul><li>Forms of businesses</li><li>Sources of business finance</li><li>Factors in selecting source of business finance</li><li>Governing policies on Small Scale Enterprises (SSEs)</li><li>Problems of starting and operating SSEs</li></ul> | <ul><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li><li>Interviews</li></ul> |

| | | |
|---|---|---|
| 4. Apply entrepreneurial motivation | <ul><li>Internal and external motivation</li><li>Motivational theories</li><li>Self-assessment</li><li>Entrepreneurial orientation</li><li>Effective communications in entrepreneurship</li><li>Principles of communication</li><li>Entrepreneurial motivation</li></ul> | <ul><li>Case studies</li><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li><li>Interviews</li></ul> |
| 5. Develop business innovative strategies | <ul><li>Innovation in business</li><li>Small business Strategic Plan</li><li>Creativity in business development</li><li>Linkages with other entrepreneurs</li><li>ICT in business growth and development</li></ul> | <ul><li>Case studies</li><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li><li>Interviews</li></ul> |
| 6. Develop Business Plan | <ul><li>Business description</li><li>Marketing plan</li><li>Organizational/Management</li><li>plan</li><li>Production/operation plan</li><li>Financial plan</li><li>Executive summary</li><li>Presentation of Business Plan</li></ul> | <ul><li>Case studies</li><li>Individual/group assignments</li><li>Projects</li><li>Written tests</li><li>Oral questions</li><li>Third party report</li><li>Interviews</li></ul> |

**Suggested Methods of Instruction**

- Direct instruction
- Project
- Case studies
- Field trips
- Discussions
- Demonstration

- Question and answer
- Problem solving
- Experiential
- Team training

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

# EMPLOYABILITY SKILLS

**UNIT CODE:** SW/CU/CP/BC/05/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 80 hours

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

**Summary of Learning Outcomes**
1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead a workplace team
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Manage ethical performance

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

| Learning Outcome | Content | Methods of Assessment |
| --- | --- | --- |
| 1. Conduct self-management | • Self-awareness<br>• Formulating personal vision, mission and goals<br>• Strategies for overcoming life challenges<br>• Managing emotions<br>• Emotional intelligence | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

|  | | |
|---|---|---|
|  | <ul><li>Assertiveness versus aggressiveness</li><li>Expressing personal thoughts, feelings and beliefs</li><li>Developing and maintaining high self-esteem</li><li>Developing and maintaining positive self-image</li><li>Setting performance targets</li><li>Monitoring and evaluating performance</li><li>Articulating ideas and aspirations</li><li>Accountability and responsibility</li><li>Good work habits</li><li>Self-awareness</li><li>Values and beliefs</li><li>Self-development</li><li>Financial literacy</li><li>Healthy lifestyle practices</li><li>Adopting safety practices</li></ul> |  |
| 2. Demonstrate interpersonal communication | <ul><li>Meaning of interpersonal communication</li><li>Listening skills</li><li>Types of audience</li><li>Public speaking</li><li>Writing skills</li><li>Negotiation skills</li><li>Reading skills</li><li>Meaning of empathy</li><li>Understanding customers' needs</li></ul> | <ul><li>Written tests</li><li>Oral questioning</li><li>Interviewing</li><li>Portfolio of evidence</li><li>Third party report</li></ul> |

| | | • Establishing communication networks<br>• Assertiveness<br>• Sharing information | |
|---|---|---|---|
| 3. Demonstrate critical safe work habits | | • Stress and stress management<br>• Time concept<br>• Punctuality and time consciousness<br>• Leisure<br>• Integrating personal objectives into organizational objectives<br>• Resources mobilization<br>• Resources utilization<br>• Setting work priorities<br>• Developing healthy relationships<br>• HIV and AIDS<br>• Drug and substance abuse<br>• Managing emerging issues | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |
| 4. Lead a workplace team | | • Leadership qualities<br>• Power and authority<br>• Team building<br>• Determination of team roles and objectives<br>• Team parameters and relationships<br>• Individual responsibilities in a team<br>• Forms of communication<br>• Complementing team activities<br>• Gender and gender mainstreaming<br>• Human rights<br>• Developing healthy | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

| | | | |
|---|---|---|---|
| | | relationships | |
| | | • Maintaining relationships | |
| | | • Conflicts and conflict resolution | |
| | | • Coaching and mentoring skills | |
| 5. | Plan and organize work | • Functions of management<br>• Planning<br>• Organizing<br>• Time management<br>• Decision making concept<br>• Task allocation<br>• Developing work plans<br>• Developing work goals/objectives and deliverables<br>• Monitoring work activities<br>• Evaluating work activities<br>• Resource mobilization<br>• Resource allocation<br>• Resource utilization<br>• Proactive planning<br>• Risk evaluation<br>• Problem solving<br>• Collecting, analysing and organising information<br>• Negotiation | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |
| 6. | Maintain professional growth and development | • Avenues for professional growth<br>• Training and career opportunities<br>• Assessing training needs<br>• Mobilizing training resources<br>• Licenses and certifications for professional growth and development | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

| | | | |
|---|---|---|---|
| | | • Pursuing personal and organizational goals<br>• Managing work priorities and commitments<br>• Recognizing career advancement | |
| 7. | Demonstrate workplace learning | • Managing own learning<br>• Mentoring<br>• Coaching<br>• Contributing to the learning community at the workplace<br>• Cultural aspects of work<br>• Networking<br>• Variety of learning context<br>• Application of learning<br>• Safe use of technology<br>• Taking initiative/proactivity<br>• Flexibility<br>• Identifying opportunities<br>• Generating new ideas<br>• Workplace innovation<br>• Performance improvement<br>• Managing emerging issues<br>• Future trends and concerns in learning | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |
| 8. | Demonstrate problem solving skills | • Critical thinking process<br>• Data analysis tools<br>• Decision making<br>• Creative thinking<br>• Development of creative, innovative and practical solutions<br>• Independence in identifying and solving problems | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

| | | |
|---|---|---|
| | • Solving problems in teams<br>• Application of problem-solving strategies<br>• Testing assumptions<br>• Resolving customer concerns | |
| 9. Manage ethical performance | • Meaning of ethics<br>• Ethical perspectives<br>• Principles of ethics<br>• Ethical standards<br>• Organization code of ethics<br>• Common ethical dilemmas<br>• Organization culture<br>• Corruption, bribery and conflict of interest<br>• Privacy and data protection<br>• Diversity, harassment and mutual respect<br>• Financial responsibility/accountability<br>• Etiquette<br>• Personal and professional integrity<br>• Commitment to jurisdictional laws<br>• Emerging issues in ethics | • Written tests<br>• Oral questioning<br>• Interviewing<br>• Portfolio of evidence<br>• Third party report |

**Suggested Methods of Instruction**
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Assignments
- Q&A

**Recommended Resources**

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

# ENVIRONMENTAL LITERACY

**UNIT CODE**: SW/CU/CP/BC/06/6/A

**Relationship to Occupational Standards**:
This unit addresses the Unit of Competency : Demonstrate Environmental Literacy

**Duration of Unit:** 40 hours

## Unit Description
This unit describes the competencies required demonstrate environmental literacy.it involves controlling environmental hazard, controlling 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, monitoring activities on environmental protection/programs, analysing resource use and developing resource conservation plans.

## Summary of Learning Outcomes
1. Control environmental hazard
2. Control environmental Pollution
3. Demonstrate sustainable resource use
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs
8. Analyze resource use
9. Develop resource conservation plans

## Learning Outcomes, Content and Methods of Assessment

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Control environmental hazard | • Purposes and content of Environmental Management and Coordination Act 1999 <br> • Storage methods for environmentally hazardous | • Written questions <br> • Oral questions |

| | | |
|---|---|---|
| | materials<br>• Disposal methods of hazardous wastes<br>• Types and uses of PPE in line with environmental regulations<br>• Occupational Safety and Health Standards (OSHS) | |
| 2. Control environmental Pollution control | • Types of pollution<br>• Environmental pollution control measures<br>• Types of solid wastes<br>• Procedures for solid waste management<br>• Different types of noise pollution<br>• Methods for minimizing noise pollution | • Written questions<br>• Oral questions<br>• Role play |
| 3. Demonstrate sustainable resource use | • Types of resources<br>• Techniques in measuring current usage of resources<br>• Calculating current usage of resources<br>• Methods for minimizing wastage<br>• Waste management procedures<br>• Principles of 3Rs (Reduce, Reuse, Recycle)<br>• Methods for economizing or reducing resource consumption | • Written questions<br>• Oral questions<br>• Role play |
| 4. Evaluate current practices in relation to resource usage | • Collection of information on environmental and resource efficiency systems and procedures,<br>• Measurement and recording of | • Written questions<br>• Oral questions<br>• Role play |

| | | |
|---|---|---|
| | • current resource usage<br>• Analysis and recording of current purchasing strategies.<br>• Analysis of current work processes to access information and data<br>• Identification of areas for improvement | |
| 5. Identify Environmental legislations/conventions for environmental concerns | • Environmental issues/concerns<br>• Environmental legislations /conventions and local ordinances<br>• Industrial standard /environmental practices<br>• International Environmental Protocols (Montreal, Kyoto)<br>• Features of an environmental strategy | • Written questions<br>• Oral questions |
| 6. Implement specific environmental programs | • Community needs and expectations<br>• Resource availability<br>• 5s of good housekeeping<br>• Identification of programs/Activities<br>• Setting of individual roles /responsibilities<br>• Resolving problems /constraints encountered<br>• Consultation with stakeholders | • Written questions<br>• Oral questions<br>• Role play |
| 7. Monitor activities on Environmental protection/Programs | • Periodic monitoring and Evaluation of activities<br>• Gathering feedback from stakeholders<br>• Analyzing data gathered<br>• Documentation of | • Oral questions<br>• Written tests<br>• Practical test |

| | | recommendations and submission  ● Setting of management support systems to sustain and enhance the program  ● Monitoring and reporting of environmental incidents to concerned /proper authorities | |
|---|---|---|---|
| 8. Analyze resource use | ● Identification of resource consuming processes  ● Determination of quantity and nature of resource consumed  ● Analysis of resource flow through different parts of the process.  ● Classification of wastes for possible source of resources. | ● Written tests  ● Oral questions  ● Practical test |
| 9. Develop resource Conservation plans | ● Determination of efficiency of use/conversion of resources  ● Causes of low efficiency of use of resources  ● Plans for increasing the efficiency of resource use | ● Written tests  ● Oral questions  ● Practical test |

**Suggested Methods of Instruction**
- Instructor led facilitation of theory
- Practical demonstration of tasks by trainer
- Practice by trainees
- Observations and comments and corrections by trainers

**Recommended Resources**
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999

- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Company environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

# OCCUPATIONAL SAFETY AND HEALTH PRACTICES

**UNIT CODE:** SW/CU/CP/BC/07/6/A

**Relationship to Occupational Standards**
This unit addresses the Unit of Competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 40 hours

**Unit Description**
This unit specifies the competencies required to demonstrate occupational health and safety practices. It involves identifying workplace hazards and risk, identifying and implementing appropriate control measures to hazards and risks and implementing OSH programs, procedures and policies/guidelines.

**Summary of Learning Outcomes**
1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Identify workplace hazards and risks | • Identification of hazards in the workplace and/or the indicators of their presence<br>• Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace<br>• Gathering of OSH issues and/or concerns | • Oral questions<br>• Written tests<br>• Portfolio of evidence<br>• Third party report |
| 2. Control OSH hazards | • Prevention and control measures e.g. use of PPE<br>• Risk assessment | • Oral questions<br>• Written tests |

| | | | |
|---|---|---|---|
| | • Contingency measures | | • Portfolio of evidence<br>• Third party report |
| 3. Implement OSH programs | • Company OSH program, evaluation and review<br>• Implementation of OSH programs<br>• Training of team members and advice on OSH standards and procedures<br>• Implementation of procedures for maintaining OSH-related records | | • Oral questions<br>• Written tests<br>• Portfolio of evidence<br>• Third party report |

**Suggested Methods of Instruction**
- Assigments
- Discussion
- Q&A
- Role play
- Viewing of related videos

**Recommended Resources**
- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - Mask
  - Face mask/shield
  - Safety boots
  - Safety harness
  - Arm/Hand guard, gloves
  - Eye protection (goggles, shield)
  - Hearing protection (ear muffs, ear plugs)
  - Hair Net/cap/bonnet
  - Hard hat

- Face protection (mask, shield)
- Apron/Gown/coverall/jump suit
- Anti-static suits
- High-visibility reflective vest

# CORE UNITS OF LEARNING

# MANAGEMENT OF CHILD WELFARE PROGRAMMES

**UNIT CODE:** SW/CU/CP/CR/01/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 220 Hours

**Unit Description**

This unit specifies the competencies required to manage child welfare programmes. It involves carrying out child welfare needs assessment, developing welfare programmes models, carrying out welfare programmes, monitoring and evaluating child welfare programmes and documenting welfare programmes activities.

**Summary of Learning Outcomes**
1 Carry out child welfare needs assessment
2 Develop welfare programmes models
3 Carry out welfare programmes
4 Monitor and evaluate child welfare programmes
5 Document welfare programmes activities

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1 Carry out child welfare needs assessment | • Meaning of terms<br>• Child social economic welfare needs<br>• Needs assessment plan<br>• Data collection and analysis<br>• Programme needs report<br>  • Preparation<br>  • Dissemination | • Written tests<br>• Observation<br>• Case study<br>• Oral questions<br>• Third party report |
| 2 Develop welfare programmes models | • Child welfare needs<br>  • Identification<br>  • Prioritization<br>• Child welfare resources<br>  • Determination and allocation of resources<br>• Alternative family care | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

| | | • Stakeholders mapping<br>• Coordination of partners and networking<br>• Child welfare programme design<br>• Programme implementation plan<br>• Monitoring and evaluation of child welfare programmes | |
|---|---|---|---|
| 3 | Carry out welfare programmes | • Mapping of programme partners<br>• Mobilization of programme partners<br>• Training of programme implementers<br>• Implementation of child welfare programmes<br>• Implementation progress report | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |
| 4 | Monitor and evaluate child welfare programmes | • Monitoring and evaluation strategy<br>• Programme performance indicators<br>• Training of monitoring and evaluation team<br>• Monitoring and evaluation budget<br>• Programme data collection and analysis<br>• Monitoring and evaluation report<br>   • Preparation<br>   • Dissemination<br>• Project review plans and recommendations<br>   • Preparation<br>   • Sharing | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 5 | Document welfare programmes activities | • Programme information management system<br>• Accessibility and efficiency of information management system<br>• Information management system review | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

**Suggested Methods of Instruction:**

• Direct instruction

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

**List of Recommended Resources:**

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

# COMMUNITY-BASED CHILD PROTECTION STRATEGIES

**UNIT CODE:** SW/CU/CP/CR/02/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 210 hours

**Unit description:**

This unit specifies the competencies required to carry out community-based child protection strategies. It involves developing child protection strategies, forming child protection networks, developing stakeholder policy agreement and carrying out child protection strategies. It also entails monitoring and evaluating CBCPM and teams.

**Summary of Learning Outcomes**

1  Develop child protection strategies
2  Form child protection networks
3  Develop stakeholder policy agreement
4  Carry out child protection strategies
5  Monitor and evaluate CBCPM and teams

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1  Develop child protection strategies | • Child protection policies<br>• Child protection structures<br>• Assessment of existing child protection structures<br>• Child protection barriers<br>• Mapping and profiling of children in especially difficult circumstances<br>• Caseworks development<br>• Enforcement of child abuse prevention guidelines<br>• Preparation of community action plan | • Written tests<br><br>• Observation<br><br>• Oral questioning<br><br>• Third party report |
| 2  Form child protection networks | • Stakeholders in child protection<br>• Child protection services<br>• Synchronization of child protection services<br>• Child protection resources<br>• Formation of linkages and | • Written tests<br><br>• Observation<br><br>• Oral questions<br><br>• Third party report |

| | | | |
|---|---|---|---|
| | | • collaborations | |
| 3 | Develop stakeholder policy agreement | • Identification of areas of intervention in child protection<br>• Formation of linkages<br>• Coordination between sectors and levels<br>• Development of policy content<br>• Policy agreement<br>• MOU | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |
| 4 | Implement child protection strategies | • Development of training materials and equipment<br>• Mobilization of stakeholders<br>• Conducting training<br>• Advocacy campaigns on child protection<br>• Child protection media campaigns<br>• Referrals and linkage<br>• Creation of community awareness and sensitization<br>   • Children assemblies<br>   • Child right clubs<br>• Formation of CBCPM teams<br>• Reports<br>   • Preparation<br>   • Dissemination | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |
| 5 | Monitor and evaluate CBCPM and teams | • Meaning of terms<br>• Monitoring, evaluation and reporting tools<br>• Data analysis<br>• M&E report<br>• Recommendations<br>   • Preparations D<br>   • Disseminations | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |

**Suggested Methods of Delivery:**

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

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

**List of Recommended Resources:**

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

# ENFORCEMENT OF CHILD RIGHTS

**UNIT CODE:** SW/CU/CP/CR/03/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: coordinate child rights policy enforcement.

**Duration of Unit:** 210 hours

**Unit Description**

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

**Summary of Learning Outcomes**

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

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1 Identify vulnerable children | • Child vulnerability criteria<br>• Formation of Community volunteer teams<br>• Development of training tools<br>• Conducting training<br>• Data collection and analysis | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |
| 2 Assess child rights violation | • Meaning of terms<br>• Child protection legal and policy frameworks<br>• Child right violation<br>• Child rights violation indicators<br>• Assessment of child violation rights<br>• Child safety | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

| | | | |
|---|---|---|---|
| | | • Support, linkages and referrals<br>• Case record sheet<br>• Social inquiry report | |
| 3 | Establish corrective plans of action | • Establishment of nature of child right violation<br>• Development of rescue plans<br>• Rescue and placement of children<br>• Child immediate need assessment<br>• Referrals and linkages | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 4 | Carry out action plans | • Needs assessment<br>• Preparation and dissemination of assessment report<br>• Formation of child rights protection committee<br>• Child friendly spaces<br>• Sensitization trainings<br>• Formation of child right and support systems<br>    • Case conferencing<br>• Documentation | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 5 | Maintain child protection networks | • Database development<br>• Child protection networks<br>    • Development of collective strategies<br>• Promising/best/millstone practices in child protection<br>• Progressive score cards<br>• Documentations of child protection network | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

**Suggested Methods of Instruction:**

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

**List of Recommended Resources:**

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

# CASE MANAGEMENT

**UNIT CODE:** SW/CU/CP/CR/04/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: conduct case management

**Duration of Unit:** 230 hours

**Unit Description**

This unit specifies the competencies required to conduct case management. It involves conducting intake process, assessing vulnerable child, formulating child protection plans, carrying out plans of action, monitoring and evaluating implementation plans. It also entails carrying out case closure and maintaining case management records.

**Summary of Learning Outcomes**
1 Conduct intake process
2 Assess vulnerable child
3 Formulate child protection plan
4 Carry out plans of action
5 Monitor and evaluate implementation plans
6 Carry out case closure
7 Maintain case management

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1 Conduct intake process | <ul><li>Case management tools</li><li>Cases of children in need of care and protection and those in conflict with the law</li><li>Determination of immediate need of children</li></ul> | <ul><li>Observation</li><li>Case studies</li><li>Oral</li><li>Third party report</li></ul> |
| 2 Assess a vulnerable child | <ul><li>Legal instruments</li><li>Relevant laws and policies in child protection</li><li>Development of assessment plan</li><li>Identification and mobilization of assessment resources</li><li>Carrying out assessment</li><li>Assessment report</li></ul> | <ul><li>Written tests</li><li>Observation</li><li>Oral questioning</li><li>Third party report</li></ul> |

| 3 | Develop individual case plan | • Child protection policies<br>• Identification of child abuse cases<br>• Identification of required interventions<br>• Development of performance indicators<br>• Assessment of available resources<br>• Creation of linkages and referrals<br>• Development of implementation plan | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
|---|---|---|---|
| 4 | Carry out plans of action | • Allocation of duties and responsibilities<br>• Rescue operations and placement<br>• Sensitization trainings and awareness<br>• Linkages and referrals<br>• Preparation and dissemination of report | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 5 | Monitor and evaluate implementation plans | • Review of performance indicators<br>• Monitoring and evaluation budget<br>• Data collection and analysis<br>   • Routine data quality assessment<br>• Monitoring and evaluation report<br>• Case management review plans and recommendations | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 6 | Carry out case closure | • Case disposal mechanisms<br>• Referrals and linkages<br>• After care services in child protection | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 7 | Maintain case management records | • Child protection information management database<br>• Performance of information management database | • Written tests<br>• Observation<br>• Oral questions |

| | • Information management database system review | • Third party report |
| --- | --- | --- |
| | | |

**Suggested Methods of Instruction:**

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

**List of Recommended Resources:**

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

# PSYCHO-SOCIAL SUPPORT

**UNIT CODE:** SW/CU/CP/CR/05/6/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 200 hours

**Unit Description**

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

**Summary of Learning Outcomes**
1. Carry out psychosocial needs assessment (PSS)
2. Plan for psychosocial support activities
3. Carry out psychosocial support
4. Conduct re-integration activities
5. Conduct re-integration follow-ups

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1. Carry out psychosocial needs assessment (PSS) | <ul><li>Meaning of terms</li><li>Needs assessment plan</li><li>Child psychosocial needs</li><li>Psychosocial needs analysis</li><li>Child protection policy frameworks</li><li>Needs assessment report</li></ul> | <ul><li>Observation</li><li>Case studies</li><li>Oral</li><li>Third party report</li></ul> |
| 2. Plan for psychosocial support activities | <ul><li>Child safety</li><li>Psychosocial support implementation plan</li><li>Resource mobilization</li><li>Psychosocial support activities</li><li>Budgetary allocation plan<ul><li>Community organizing</li><li>Formation of volunteer</li></ul></li></ul> | <ul><li>Written tests</li><li>Observation</li><li>Oral questioning</li><li>Third party report</li></ul> |

| | | team | |
| --- | --- | --- | --- |
| | | • Support group | |
| | | • Identification of Stakeholders | |
| | | • Development of mmonitoring and evaluation tools | |
| 3 | Carry out psychosocial support | • Resource mobilization<br>• Child psychology<br>• Psychosocial support programme monitoring and evaluation<br>• Execution of psychosocial implementation plan<br>• Psychosocial support progress report<br>• Networking , referrals and linkages formation | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 4 | Conduct re-integration activities | • Re-integration plan development<br>• Re-integration procedures and guidelines<br>• Mobilization and allocation of re-integration resources<br>• Networking, referral and linkages<br>• Re-integration report preparation | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 5 | Conduct re-integration follow-ups | • Development of re-integration follow-up plan<br>• Resource allocation<br>• Conducting follow-ups<br>• Re-integration follow-up report | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

**Suggested Methods of Instruction:**

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

- Practice by the trainee
- Relevant video shows

**List of Recommended Resources**

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

# MANAGEMENT OF CHILD ABUSE CASES

**UNIT CODE:** SW/CU/CP/CR/06/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: manage child abuse cases

**Duration of Unit:** 210 hours

**Unit Description**

This unit specifies the competencies required to manage child abuse cases. It involves establishing case history, preparing child for court case, presenting child in court and coordinating court orders.

**Summary of Learning Outcomes**
1. Establish case history
2. Prepare child for court case
3. Present child in court
4. Coordinate court orders

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1 Establish case history | <ul><li>Legal framework in child protection</li><li>Child interviews</li><li>Child welfare assessment</li><li>Immediate needs assessment</li><li>Network with law enforcement agencies</li><li>Child safety plan<ul><li>Preparation</li><li>Execution</li></ul></li><li>Social inquiry report</li></ul> | <ul><li>Observation</li><li>Case studies</li><li>Oral</li><li>Third party report</li></ul> |
| 2 Prepare child for court case | <ul><li>Guiding principles in child protection</li><li>Basic Counselling skills</li><li>Child pre-interviews</li><li>Networking with other law enforcement agencies</li><li>Evidence documents</li></ul> | <ul><li>Written tests</li><li>Observation</li><li>Oral questioning</li><li>Third party report</li></ul> |

| | | • Preparation<br>• Identification<br>• Submission | |
|---|---|---|---|
| 3 | Present child in court | • Legal and policy framework<br>• Basic knowledge on judicial process<br>• Child protection policy framework<br>• Social inquiry report presentation<br>• Court orders | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 4 | Coordinate court orders | • Meaning of terms<br>• Network, referrals and linkages<br>• Court orders execution<br>• Continuous progress reports<br>• Information in child protection management | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

**Suggested Methods of Instruction:**

- Direct instruction
- Project
- Case studies
- Field trips/site visits
- Group discussions
- Demonstration by trainer
- Computer Aided Learning (CAL)
- Practice by the trainee
- Relevant video shows

**List of Recommended Resources**

- Legal statutes
- Computer
- Internet connectivity
- Stationery
- Flip charts
- Journals

# MANAGEMENT OF CHILDREN PLACEMENT CENTRE

**UNIT CODE:** SW/CU/CP/CR/07/6/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: manage children placement Centre

**Duration of Unit:** 240 hours

**Unit Description**

This unit specifies the competencies required to manage children placement Centre. It involves planning placement centre activities, coordinating placement centre activities, coordinating rehabilitation programmes, maintaining placement centre networks and managing placement centre records.

**Summary of Learning Outcomes**

1  Plan placement centre activities
2  Coordinate placement centre activities
3  Coordinate rehabilitation programmes
4  Maintain placement centre networks
5  Manage placement centre records

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

| Learning Outcome | Content | Methods of Assessment |
|---|---|---|
| 1  Plan placement centre activities | • Placement centre compliance <br> • Placement centre standard regulation <br> • Centre management operational guidelines and procedures <br> • Placement centre programmes <br> • Basic management and financial administration <br> • Placement centre operational budget preparation <br> • Roles and responsibilities of placement centre staff <br> • Development of rehabilitation plans | • Observation <br> • Case studies <br> • Oral <br> • Third party report |

| | | | |
|---|---|---|---|
| 2 | Coordinate placement centre programmes | • Resource allocation<br>• Placement centre standard guidelines<br>• Placement centre programmed implantation plan<br>• Monitoring and evaluation of placement centre programme<br>• Basic management skills<br>• Report writing | • Written tests<br>• Observation<br>• Oral questioning<br>• Third party report |
| 3 | Coordinate rehabilitation programmes | • Individual treatment and care plan<br>• Identification of child needs<br>• Design of individual treatment and care plan<br>• Placement admission guidelines and procedures<br>• Linkages, referrals and networks<br>• Alternative family care guidelines<br>• Re-integration plans | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 4 | Maintain placement centre networks | • Placement centre network database management<br>• Development of Collective strategies<br>• Performance evaluation | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |
| 5 | Manage placement centre records | • Record management<br>• Placement record auditing<br>• Database management compliance<br>• Data integration | • Written tests<br>• Observation<br>• Oral questions<br>• Third party report |

**Suggested Methods of Instruction:**

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

- Demonstration by trainer
- Practice by the trainee
- Exercises

**List of Recommended Resources**

- Computer networks
- Relevant software
- Internet connectivity
- Projectors
- Flip charts
- Charts with presentations of data
- Relevant videos