



**REPUBLIC OF KENYA**

**NATIONAL OCCUPATIONAL STANDARDS**

**FOR**

**CHILD PROTECTION OFFICER**

**LEVEL 6**



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

First published 2019  
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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. 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**

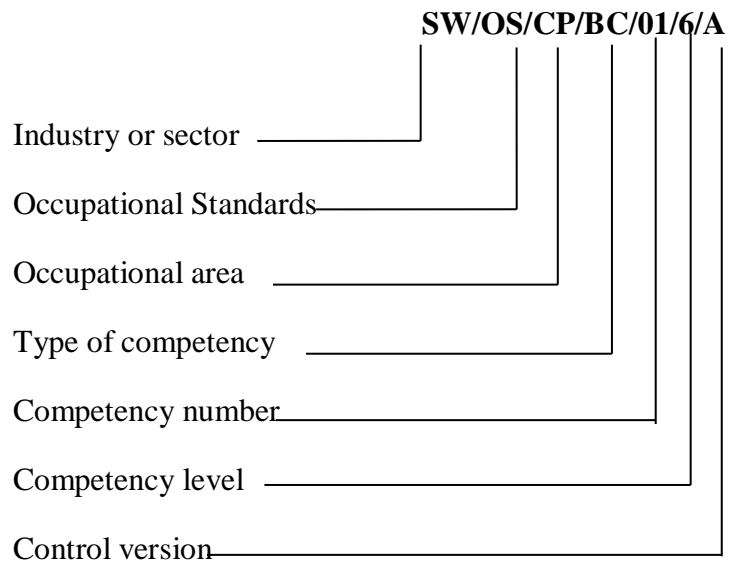
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## **ABBREVIATIONS AND ACRONYMS**

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 Council	Curriculum Development, Assessment and Certification
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



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## 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 competency:

### BASIC UNITS OF COMPETENCY

Unit Code	Unit Title
SW/OS/CP/BC/01/6/A	Demonstrate Communication Skills
SW/OS/CP/BC/02/6/A	Demonstrate Numeracy Skills
SW/OS/CP/BC/03/6/A	Demonstrate Digital Literacy
SW/OS/CP/BC/04/6/A	Demonstrate Understanding Of Entrepreneurship
SW/OS/CP/BC/05/6/A	Demonstrate Employability Skills
SW/OS/CP/BC/06/6/A	Demonstrate Environmental Literacy
SW/OS/CP/BC/07/6/A	Demonstrate Occupational Safety And Health Practices

### CORE UNITS OF COMPETENCY

Unit Code	Unit Title
SW/OS/CP/CR/01/6/A	Manage Child Welfare Programmes
SW/OS/CP/CR/02/6/A	Carry out Community-based child protection strategies
SW/OS/CP/CR/03/6/A	Coordinate child rights policy enforcement
SW/OS/CP/CR/04/6/A	Carry out case management
SW/OS/CP/CR/05/6/A	Provide psycho-social support
SW/OS/CP/CR/06/6/A	Manage child abuse cases
SW/OS/CP/CR/07/6/A	Manage children placement centre

## **BASIC UNITS OF COMPETENCE**

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## DEMONSTRATE COMMUNICATION SKILLS

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. 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. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed as per organization's requirements 2.2 Special communication needs are considered in developing strategies according workplace procedures 2.3 <i><b>Communication strategies</b></i> are analyzed, evaluated and revised based the workplace needs
3. Establish and maintain communication pathways	3.1 Pathways of communication are established as per organization policy 3.2 Pathways are maintained and reviewed according to organization procedures
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization as per strategy requirements 4.2 Effective communication techniques are articulated and modeled according work requirements 4.3 Personnel are given guidance about adapting communication strategies as per organization procedures
5. Conduct interview	5.1 A range of appropriate communication strategies are employed in <i><b>interview situations</b></i> based on the workplace requirements 5.2 Records of interviews are made and maintained in accordance with organizational procedures

	5.3 Effective questioning, listening and nonverbal communication techniques are used as per needs
6. Facilitate group discussion	<p>6.1 Mechanisms to enhance <i>effective group interaction</i> are identified and implemented according to workplace requirements</p> <p>6.2 Strategies to encourage group participation are identified and used as per organizations' procedures</p> <p>6.3 Meetings objectives and agenda are set and followed based on workplace requirements</p> <p>6.4 Relevant information is provided and feedback obtained according to set protocols</p> <p>6.5 Evaluation of group communication strategies is undertaken in accordance with workplace guidelines</p> <p>6.6 Specific communication needs of individuals are identified and addressed as per individual needs</p>
7. Represent the organization	<p>5.1 Relevant presentation are researched and presented based on internal or external communication forums requirements</p> <p>5.2 Presentation is delivered in a clear and sequential manner as per the predetermined time</p> <p>5.3 Presentation is made as per appropriate media</p> <p>5.4 Difference views are respected based on workplace procedures</p> <p>5.5 Written communication is done as per organizational standards</p> <p>5.6 Inquiries are responded according to organizational standard</p>

### RANGE

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

Variable	Range
1. Communication strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• Language switch</li> <li>• Comprehension check</li> <li>• Repetition</li> <li>• Asking confirmation</li> <li>• Paraphrase</li> <li>• Clarification request</li> <li>• Translation</li> <li>• Restructuring</li> <li>• Approximation</li> <li>• Generalization</li> </ul>

<p>2. Effective group interaction may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Identifying and evaluating what is occurring within an interaction in a nonjudgmental way</li> <li>• Using active listening</li> <li>• Making decision about appropriate words, behavior</li> <li>• Putting together response which is culturally appropriate</li> <li>• Expressing an individual perspective</li> <li>• Expressing own philosophy, ideology and background and exploring impact with relevance to communication</li> </ul>
<p>3. Situations may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Establishing rapport</li> <li>• Eliciting facts and information</li> <li>• Facilitating resolution of issues</li> <li>• Developing action plans</li> <li>• Diffusing potentially difficult situations</li> </ul>

### **REQUIRED SKILLS AND KNOWLEDGE**

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

#### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication
- Active listening
- Interpretation
- Negotiation
- Writing

#### **Required Knowledge**

The individual needs to demonstrate knowledge of:

- Communication process
- Dynamics of groups
- Styles of group leadership
- Key elements of communications strategy

### **EVIDENCE GUIDE**

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

<p>1. Critical aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Developed communication strategies to meet the organization requirements and applied in the workplace</p> <p>1.2 Established and maintained communication pathways for effective communication in the workplace</p> <p>1.3 Used communication strategies involving exchanges of</p>
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	complex oral information
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 Direct observation 3.2 Oral questioning 3.3 Written texts
4. Context of Assessment	Competency may be assessed: 4.1 On-the-job 4.2 Off-the –job 4.3 During Industrial attachment
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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## DEMONSTRATE NUMERACY SKILLS

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><b><i>Bold and italicized terms are elaborated in the Range.</i></b></p>
<p>1. Apply a wide range of mathematical calculations for work</p>	<p>1.1 Mathematical information embedded in a range of workplace tasks and texts is extracted as per workplace procedures.</p> <p>1.2 Mathematical information is interpreted and comprehended as per job specifications</p> <p>1.3 A range of mathematical and problem solving processes are selected and used as per job specification</p> <p>1.4 Different forms of fractions, decimals and percentages are flexibly used as per SOPs</p> <p>1.5 Calculation performed with positive and negative numbers as per SOPs</p> <p>1.6 Numbers are expressed as powers and roots and are used in calculations as per SOPs</p> <p>1.7 Calculations done using routine formulas as per SOPs</p> <p>1.8 Estimation and assessment processes are used to check outcome as per workplace procedures</p> <p>1.9 Mathematical language is used to discuss and explain the processes, results and implications of the task as per workplace procedures</p>
<p>2. Use and apply ratios, rates and proportions for work</p>	<p>2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts as per SOPs</p> <p>2.2 Mathematical information related to ratios, rate and</p>

	<p>proportions is analysed as per SOPs</p> <p>2.3 Problem solving processes are used to undertake the task as per workplace procedures</p> <p>2.4 Equivalent ratios and rates are simplified as per SOPs</p> <p>2.5 Quantities are calculated using ratios, rates and proportions as per SOPs</p> <p>2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions as per SOPs</p> <p>2.7 The outcomes reviewed and checked as per job specifications</p> <p>2.8 Information is record using mathematical language and symbols as per workplace procedures</p>
3. Estimate, measure and calculate measurement for work	<p>3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted as per job specifications</p> <p>3.2 Appropriate workplace measuring equipment are identified and selected as per job specifications</p> <p>3.3 Accurate measurements are estimated and made as per SOPs</p> <p>3.4 The area of <b>2D shapes</b> including compound shapes are calculated as per SOPs</p> <p>3.5 The volume of 3D shapes is calculated using relevant formulas as per SOPs</p> <p>3.6 Sides of right angled triangles are calculated using Pythagoras' theorem as per SOPs</p> <p>3.7 conversions are perform between units of measurement as per job specification</p> <p>3.8 Problem solving processes are used to undertake the task as per workplace Procedures</p> <p>3.9 The measurement outcomes are reviewed and checked as per workplace procedures</p> <p>3.10 Information is recorded using mathematical language and symbols appropriate for the task as per workplace procedures</p>
4. Use detailed maps to plan travel routes for work	<p>4.1 Different types of maps are identified and interpreted as per job requirements</p> <p>4.2 Key features of maps are identified as per job requirements</p> <p>4.3 Scales are identified and interpreted as per job requirements</p> <p>4.4 Scales are applied to calculate actual distances</p> <p>4.5 Positions or locations are determined using directional information as per job requirements</p>



	<p>4.6 Routes are planned by determining directions and calculating distances, speeds and times as per job requirements</p> <p>4.7 Information is gathered and identified and relevant factors related to planning a route checked as per job requirements</p> <p>4.8 Relevant equipment is select and checked for accuracy and operational effectiveness as per job requirements</p> <p>4.9 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task as per job requirements</p>
<p>5. Use geometry to draw 2D shapes and construct 3D shapes for work</p>	<p>5.1 A range of 2D shapes and 3D shapes and their uses in work contexts is identified as per job specifications</p> <p>5.2 Features of 2D and 3D shapes are named and described as per job specifications</p> <p>5.3 Types of angles in 2D and 3D shapes are identified as per job specifications</p> <p>5.4 Angles are drawn, estimated and measured using geometric instruments as per job requirements</p> <p>5.5 Angle properties of 2D shapes are named and identified as per SOPs</p> <p>5.6 Angle properties are used to evaluate unknown angles in shapes as per SOPs</p> <p>5.7 Properties of perpendicular and parallel lines are applied to shapes as per SOPs</p> <p>5.8 Understanding and use of symmetry is demonstrated as per SOPs</p> <p>5.9 Understanding and use of similarity is demonstrated as per SOPs</p> <p>5.10 The workplace tasks and mathematical processes required are identified as per workplace procedures</p> <p>5.11 2D shapes is drawn for work as per job specification</p> <p>5.12 3D shapes is constructed for work as per job specification</p> <p>5.13 The outcomes are reviewed and checked as per workplace procedures</p> <p>5.14 Specialized mathematical language and symbols appropriate for the task are used as per SOPs</p>
<p>6. Collect, organize, and interpret statistical data</p>	<p>6.1 Workplace issue requiring investigation are identified as per workplace procedures</p> <p>6.2 Audience / population / sample unit is determined as per workplace procedures as per workplace</p>

for work	<p>procedures</p> <p>6.3 Data to be collected is identified as per workplace procedures</p> <p>6.4 Data collection method is selected as per workplace procedures</p> <p>6.5 Appropriate statistical data is collected and organized as per SOPs</p> <p>6.6 Data is illustrated in appropriate formats as per SOPs</p> <p>6.7 The effectiveness of different types of graphs are compared as per SOPs</p> <p>6.8 The summary statistics for collected data is calculated as per SOPs</p> <p>6.9 The results / findings are interpreted as per SOPs</p> <p>6.10 Data is checked to ensure that it meets the expected results and content as per workplace procedures</p> <p>6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted as per workplace procedure</p> <p>6.12 Mathematical language and symbols are used to report results of investigation as per workplace procedure</p>
7. Use routine formula and algebraic expressions for work	<p>7.1 Understanding of informal and symbolic notation, representation and conventions of algebraic expressions is demonstrated as per SOPs</p> <p>7.2 Simple algebraic expressions and equations are developed as per job specification</p> <p>7.3 Operate on algebraic expressions as per job requirement</p> <p>7.4 Algebraic expressions are simplified as per job requirement</p> <p>7.5 Substitution into simple routine equations is done as per SOPs</p> <p>7.6 Routine formulas used for work tasks are identified and comprehended as per SOPs</p> <p>7.7 Routine formulas are evaluate by substitution as per SOPs</p> <p>7.8 Routine formulas transposed as per SOPs</p> <p>7.9 Appropriate formulas are identified and used for work related tasks as per workplace procedures</p> <p>7.10 Outcomes are checked and result of calculation used as per workplace procedures</p>
8. Use common functions of a	8.1 Required numerical information to perform tasks is located as per job specification

scientific calculator for work	<p>8.2 The order of operations and function keys necessary to solve mathematical calculation are determined as per job specification</p> <p>8.3 Function keys on a scientific calculator are identified and used as per SOPs</p> <p>8.4 Estimations are referred to check reasonableness of problem solving process as per workplace procedures</p> <p>8.5 Appropriate mathematical language, symbols and conventions are used to report results as per workplace procedures</p>
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## RANGE

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

Variable	Range
1. 2D shapes may include but not limited may include but not limited to:	<ul style="list-style-type: none"> <li>• Triangles</li> <li>• Square</li> <li>• Rectangle</li> <li>• Triangle</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

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

### Required knowledge

The individual needs to demonstrate knowledge of:

- Types of common shapes
- Differentiation between two dimensional shapes / objects
- Formulae for calculating area and volume

- Types and purpose of measuring instruments
- Units of measurement and abbreviations
- Fundamental operations (addition, subtraction, division, multiplication)
- Rounding techniques
- Types of fractions
- Different types of tables and graphs
- Meaning of graphs, such as increasing, decreasing, and constant value
- Preparation of basic data, tables & graphs

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ol style="list-style-type: none"> <li>1. 1 Developed communication strategies to meet the organization requirements and applied in the workplace</li> <li>1. 2 Established and maintained communication pathways for effective communication in the workplace</li> <li>1. 3 Used communication strategies involving exchanges of complex oral information</li> </ol>
2. Resource Implications	<p>The following resources should be provided:</p> <ol style="list-style-type: none"> <li>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2 Materials relevant to the proposed activity or tasks</li> </ol>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ol style="list-style-type: none"> <li>3.1 Observation</li> <li>3.2 Oral questioning</li> <li>3.3 Written test</li> <li>3.4 Portfolio of Evidence</li> <li>3.5 Interview</li> <li>3.6 Third party report</li> </ol>
4. Context of Assessment	<p>Competency may be assessed:</p> <ol style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ol>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## DEMONSTRATE DIGITAL LITERACY

**UNIT CODE:** SW/OS/CP/BC/03/6/A

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the key outcomes which make up workplace function</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Identify appropriate computer software and hardware</p>	<p>1.1 Concepts of ICT are determined in accordance with computer equipment</p> <p>1.2 Classifications of computers are determined in accordance with manufacturers specification</p> <p>1.3 Appropriate computer software is identified according to manufacturer's specification</p> <p>1.4 Appropriate computer hardware is identified according to manufacturer's specification</p> <p>1.5 Functions and commands of operating system are determined in accordance with manufacturer's specification</p>
<p>2. Apply security measures to data, hardware, software in automated environment</p>	<p>2.1 <i><b>Data security and privacy are classified</b></i> in accordance with the prevailing technology</p> <p>2.2 <i><b>Security threats</b></i> reidentified <i><b>and control measures</b></i> are applied in accordance with laws governing protection of ICT</p> <p>2.3 Computer threats and crimes are detected in accordance to Information Management security guidelines</p> <p>2.4 Protection against computer crimes is undertaken in accordance with laws governing protection of ICT</p>
<p>3. Apply computer software in solving tasks</p>	<p>3.1 <i><b>Word processing concepts</b></i> are applied in resolving workplace tasks, report writing and documentation as per the job requirements</p> <p>3.2 <i><b>Word processing utilities</b></i> are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work</p>

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

### **RANGE**

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

<b>Variable</b>	<b>Range</b>
1. Appropriate computer hardware may include but not	<p>Collection of physical parts of a computer system such as:</p> <ul style="list-style-type: none"> <li>• Computer case, monitor, keyboard, and mouse</li> </ul>

limited to:	<ul style="list-style-type: none"> <li>• All the parts inside the computer case, such as the hard disk drive, motherboard and video card</li> </ul>
2. Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> <li>• Confidentiality of data</li> <li>• Cloud computing</li> <li>• Integrity -but-curious data surfing</li> </ul>
3. Security and control measures may include but not limited to:	<ul style="list-style-type: none"> <li>• Counter measures against cyber terrorism</li> <li>• Risk reduction</li> <li>• Cyber threat issues</li> <li>• Risk management</li> <li>• Pass-wording</li> </ul>
4. Security threats may include but not limited to:	<ul style="list-style-type: none"> <li>• Cyber terrorism</li> <li>• Hacking</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

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

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
  - ✓ Functions and concepts of word processing.
  - ✓ Documents and tables creation and manipulations
  - ✓ Mail merging

- ✓ Word processing utilities
- Spread sheets;
  - ✓ Meaning, formulae, function and charts, uses and layout
  - ✓ Data formulation, manipulation and application to cells
  - ✓
- Database;
  - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security
- Desktop publishing;
  - ✓ Designing and developing desktop publishing tools
  - ✓ Manipulation of desktop publishing tools
  - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
  - ✓ Types of presentation Packages
  - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
  - ✓ Computer networking and internet.
  - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
  - ✓ Identify and integrate emerging trends and issues in ICT
  - ✓ Challenges posed by emerging trends and issues

## EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> <li>1.1 Identified and controlled security threats</li> <li>1.2 Detected and protected computer crimes</li> <li>1.3 Applied word processing in office tasks</li> <li>1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures</li> <li>1.5 Opened electronic mail for office communication as per workplace procedure</li> <li>1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures</li> <li>1.7 Integrated emerging issues in computer ICT applications</li> <li>1.8 Applied laws governing protection of ICT</li> </ul>
2. Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> <li>2.1 Access to relevant workplace where assessment can take place</li> <li>2.2 Appropriately simulated environment where assessment can take place</li> </ul>



3. Methods of Assessment	Competency 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.

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## DEMONSTRATE ENTREPRENEURIAL SKILLS

**UNIT CODE : SW/OS/CP/BC/04/6/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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function</p> <p>1. Demonstrate understanding of an Entrepreneur</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p> <p>1. 1 Entrepreneurs and Business persons are distinguished as per principles of entrepreneurship</p> <p>1. 2 <i><b>Types of entrepreneurs</b></i> are identified as per principles of entrepreneurship</p> <p>1. 3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship</p> <p>1. 4 <i><b>Characteristics of Entrepreneurs</b></i> are identified as per principles of Entrepreneurship</p> <p>1. 5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship</p>
<p>2. Demonstrate understanding of Entrepreneurship and self-employment</p>	<p>2. 1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship</p> <p>2. 2 Importance of self-employment is analysed based on business procedures and strategies</p> <p>2. 3 <i><b>Requirements for entry into self-employment</b></i> are identified according to business procedures and strategies</p> <p>2. 4 Role of an Entrepreneur in business is determined according to business procedures and strategies</p> <p>2. 5 Contributions of Entrepreneurs to National development are identified as per business</p>

	<p>procedures and strategies</p> <p>2. 6 Entrepreneurship culture in Kenya is explored as per business procedures and strategies</p> <p>2. 7 Born or made Entrepreneurs are distinguished as per entrepreneurial traits</p>
3. Identify Entrepreneurship opportunities	<p>3.1 Sources of business ideas are identified as per business procedures and strategies</p> <p>3.2 Business ideas and opportunities are generated as per business procedures and strategies</p> <p>3.3 Business life cycle is analysed as per business procedures and strategies</p> <p>3.4 Legal aspects of business are identified as per procedures and strategies</p> <p>3.5 Product demand is assessed as per market strategies</p> <p>3.6 Types of <i>business environment</i> are identified and evaluated as per business procedures</p> <p>3.7 Factors to consider when evaluating business environment are explored based on business procedure and strategies</p> <p>3.8 Technology in business is incorporated as per best practice</p>
4. Create entrepreneurial awareness	<p>4.1 <i>Forms of businesses</i> are explored as per business procedures and strategies</p> <p>4.2 Sources of business finance are identified as per business procedures and strategies</p> <p>4.3 Factors in selecting source of business finance are identified as per business procedures and strategies</p> <p>4.4 <i>Governing policies</i> on Small Scale Enterprises (SSEs) are determined as per business procedures and strategies</p> <p>4.5 Problems of starting and operating SSEs are explored as per business procedures and strategies</p>
5. Apply entrepreneurial motivation	<p>5.1 <i>Internal and external motivation</i> factors are determined in accordance with motivational theories</p> <p>5.2 Self-assessment is carried out as per entrepreneurial orientation</p> <p>5.3 Effective communications are carried out in accordance with communication principles</p> <p>5.4 Entrepreneurial motivation is applied as per</p>

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

### RANGE

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

Variable	Range
1. Types of entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Innovators</li> <li>• Imitators</li> <li>• Craft</li> <li>• Opportunistic</li> <li>• Speculators</li> </ul>
2. Characteristics of Entrepreneurs may include but not limited to:	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Innovative</li> <li>• Planner</li> <li>• Risk taker</li> </ul>

	<ul style="list-style-type: none"> <li>• Networker</li> <li>• Confident</li> <li>• Flexible</li> <li>• Persistent</li> <li>• Patient</li> <li>• Independent</li> <li>• Future oriented</li> <li>• Goal oriented</li> </ul>
3. Requirements for entry into self-employment may include but not limited to	<ul style="list-style-type: none"> <li>• Technical skills</li> <li>• Management skills</li> <li>• Entrepreneurial skills</li> <li>• Resources</li> <li>• Infrastructure</li> </ul>
4. Internal and external motivation may include but not limited to:	<ul style="list-style-type: none"> <li>• Interest</li> <li>• Passion</li> <li>• Freedom</li> <li>• Prestige</li> <li>• Rewards</li> <li>• Punishment</li> <li>• Enabling environment</li> <li>• Government policies</li> </ul>
5. Business environment may include but not limited to:	<ul style="list-style-type: none"> <li>• External</li> <li>• Internal</li> <li>• Intermediate</li> </ul>
6. Forms of businesses may include but not limited to:	<ul style="list-style-type: none"> <li>• Sole proprietorship</li> <li>• Partnership</li> <li>• Limited companies</li> <li>• Cooperatives</li> </ul>
7. Governing policies may include but not limited to:	<ul style="list-style-type: none"> <li>• Increasing scope for finance</li> <li>• Promoting cooperation between entrepreneurs and private sector</li> <li>• Reducing regulatory burden on entrepreneurs</li> <li>• Developing IT tools for entrepreneurs</li> </ul>
8. Innovative business strategies may include but not limited to:	<ul style="list-style-type: none"> <li>• New products</li> <li>• New methods of production</li> <li>• New markets</li> <li>• New sources of supplies</li> <li>• Change in industrialization</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Analytical
- 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.

<p>1. Critical Aspects of Competency</p>	<p>1. 1Assessment requires evidence that the candidate:  1. 2Distinguished entrepreneurs and businesspersons correctly  1. 3Identified ways of becoming an entrepreneur appropriately  1. 4Explored factors affecting entrepreneurship development appropriately  1. 5Analysed importance of self-employment accurately  1. 6Identified requirements for entry into self-employment correctly  1. 7Identified sources of business ideas correctly  1. 8Generated Business ideas and opportunities correctly  1. 9Analysed business life cycle accurately  1. 10Identified legal aspects of business correctly  1. 11Assessed product demand accurately  1. 12Determined Internal and external motivation factors appropriately  1. 13Carried out communications effectively  1. 14Identified sources of business finance correctly  1. 15Determined Governing policy on small scale enterprise appropriately  1. 16Explored problems of starting and operating SSEs effectively  1. 17Developed Marketing,Organizational/Management, Production/Operation and Financial plans correctly  1. 18Prepared executive summary correctly  1. 19Determined business innovative strategies appropriately  1. 20Presented business plan effectively</p>
<p>2. Resource Implications</p>	<p>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</p>
<p>3. Methods of Assessment</p>	<p>3.1 Written tests  3.2 Oral questions  3.3 Third party report  3.4 Interviews</p>

	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.

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## DEMONSTRATE EMPLOYABILITY SKILLS

**UNIT CODE:** SW/OS/CP/BC/05/6/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 a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing ethical performance.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function.</p>	<p>These are assessable statements which specify the required level of performance for each of the elements.</p> <p><i><b>Bold and italicized terms are elaborated in the Range</b></i></p>
<p>1. Conduct self-management</p>	<p>1.1 Personal vision, mission and goals are formulated based on potential and in relation to organization objectives</p> <p>1.2 Emotional intelligence is demonstrated as per workplace requirements.</p> <p>1.3 Individual performance is evaluated and monitored according to the agreed targets.</p> <p>1.4 Assertiveness is developed and maintained based on the requirements of the job.</p> <p>1.5 Accountability and responsibility for own actions are demonstrated based on workplace instructions.</p> <p>1.6 Self-esteem and a positive self-image are developed and maintained based on values.</p> <p>1.7 Time management, attendance and punctuality are observed as per the organization policy.</p> <p>1.8 Goals are managed as per the organization's objective</p> <p>1.9 Self-strengths and weaknesses are identified based on personal objectives</p>
<p>2. Demonstrate interpersonal communication</p>	<p>2.1 Writing skills are demonstrated as per communication policy</p> <p>2.2 Negotiation and persuasion skills are demonstrated as per communication policy</p> <p>2.3 Internal and external stakeholders' needs are identified and interpreted as per the communication policy</p> <p>2.4 Communication networks are established based on workplace policy</p> <p>2.5 Information is shared as per communication policy</p>

<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace policy.</p> <p>3.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>3.3 Personal objectives are integrated with organization goals based on organization’s strategic plan.</p> <p>3.4 <b>Resources</b> are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace goals and objectives.</p> <p>3.6 Leisure time is recognized and utilized in line with personal objectives.</p> <p>3.7 <b>Drugs and substances of abuse</b> are identified and avoided based on workplace policy.</p> <p>3.8 HIV and AIDS prevention awareness is demonstrated in line with workplace policy.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 <b>Emerging issues</b> are identified and dealt with in accordance with organization policy.</p>
<p>4. Lead a workplace team</p>	<p>4.1 Performance targets for the <b>team</b> are set based on organization’s objectives</p> <p>4.2 Duties are assigned in accordance with the organization policy.</p> <p>4.3 <b>Forms of communication</b> in a team are established according to organization’s policy.</p> <p>4.4 Team performance is evaluated based on set targets as per workplace policy.</p> <p>4.5 Conflicts are resolved between team members in line with organization policy.</p> <p>4.6 Gender related issues are identified and mainstreamed in accordance workplace policy.</p> <p>4.7 Human rights and fundamental freedoms are identified and respected as Constitution of Kenya 2010.</p> <p>4.8 Healthy relationships are developed and maintained in line with workplace.</p>
<p>5. Plan and organize work</p>	<p>5.1 Work plans are prepared based on activities and budget.</p> <p>5.2 Assigned tasks are interpreted and expectations identified as per the workplace instructions.</p> <p>5.3 Task occupational safety and health requirements are identified and observed regulations.</p> <p>5.4 Work resources are identified, mobilized, allocated and utilized based on organization work plans.</p> <p>5.5 Work activities are monitored and evaluated in line with work plans and workplace policy.</p>

	5.6 Work plans are reviewed based on target and available resources.
6. Maintain professional growth and development	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 <b>Training and career opportunities</b> are identified and utilized based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations and individual skills needs.</p> <p>6.4 Licensees and certifications relevant to job and career are obtained and renewed as per policy.</p> <p>6.5 Work priorities and personal commitments are balanced and managed based on requirements of the job and personal objectives.</p> <p>6.6 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Learning opportunities are sought and managed based on job requirement and organization policy.</p> <p>7.2 Improvement in performance is demonstrated based on courses attended.</p> <p>7.3 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.4 Time and effort is invested in learning new skills based on job requirements</p> <p>7.5 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.6 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.7 Awareness of personal role in workplace <b>innovation</b> is demonstrated based on requirements of the job.</p>
8. Demonstrate problem solving skills	<p>8.1 Creative, innovative and practical solutions are developed based on the problem</p> <p>8.2 Independence and initiative in identifying and solving problems is demonstrated based on requirements of the job.</p> <p>8.3 Team problems are solved as per the workplace guidelines</p> <p>8.4 Problem solving strategies are applied as per the workplace guidelines</p> <p>8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances</p>
9. Manage ethical performance	<p>9.1 Policies and guidelines are observed as per the workplace requirements</p> <p>9.2 Self-worth and professionalism is exercised in line with personal goals and organizational policies</p>

	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.

Variable	Range
1. Drug and substance abuse may include but not limited to:	Commonly abused <ul style="list-style-type: none"> <li>• Alcohol</li> <li>• Tobacco</li> <li>• Miraa</li> <li>• Over-the-counter drugs</li> <li>• Cocaine</li> <li>• Bhang</li> <li>• Glue</li> </ul>
2. Feedback may include but not limited to:	<ul style="list-style-type: none"> <li>• Verbal</li> <li>• Written</li> <li>• Informal</li> <li>• Formal</li> </ul>
3. Relationships may include but not limited to:	<ul style="list-style-type: none"> <li>• Man/Woman</li> <li>• Trainer/trainee</li> <li>• Employee/employer</li> <li>• Client/service provider</li> <li>• Husband/wife</li> <li>• Boy/girl</li> <li>• Parent/child</li> <li>• Sibling relationships</li> </ul>
4. Forms of communication may include but not limited to:	<ul style="list-style-type: none"> <li>• Written</li> <li>• Visual</li> <li>• Verbal</li> <li>• Non verbal</li> <li>• Formal and informal</li> </ul>
5. Team may include but not limited to:	<ul style="list-style-type: none"> <li>• Small work group</li> <li>• Staff in a section/department</li> <li>• Inter-agency group</li> </ul>
6. Personal growth may include but not limited to:	<ul style="list-style-type: none"> <li>• Growth in the job</li> <li>• Career mobility</li> <li>• Gains and exposure the job gives</li> <li>• Net workings</li> </ul>

	<ul style="list-style-type: none"> <li>• Benefits that accrue to the individual as a result of noteworthy performance</li> </ul>
7. Personal objectives may include but not limited to:	<ul style="list-style-type: none"> <li>• Long term</li> <li>• Short term</li> <li>• Broad</li> <li>• Specific</li> </ul>
8. Trainings and career opportunities may include but not limited to:	<ul style="list-style-type: none"> <li>• Participation in training programs</li> <li>• Serving as Resource Persons in conferences and workshops</li> </ul>
9. Resource may include but not limited to:	<ul style="list-style-type: none"> <li>• Human</li> <li>• Financial</li> <li>• Technology</li> </ul>
10. Innovation may include but not limited to:	<ul style="list-style-type: none"> <li>• New ideas</li> <li>• Original ideas</li> <li>• Different ideas</li> <li>• Methods/procedures</li> <li>• Processes</li> <li>• New tools</li> </ul>
11. Emerging issues may include but not limited to:	<ul style="list-style-type: none"> <li>• Terrorism</li> <li>• Social media</li> <li>• National cohesion</li> <li>• Open offices</li> </ul>
12. Range of media for learning may include but not limited to:	<ul style="list-style-type: none"> <li>• Mentoring</li> <li>• peer support and networking</li> <li>• IT and courses</li> </ul>

## 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:

- Interpersonal
- Communication
- Critical thinking
- Organizational
- 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
- Workplace communication
- Concept of time
- Time management
- Decision making
- Types of resources
- Work planning
- Organizing work
- Monitoring and evaluation
- Record keeping
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Professional growth and development
- Technology in the workplace
- Innovation
- Emerging issues

## EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Demonstrated the ability to lead a workplace team 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 the ability to manage performance ethically
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.

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## DEMONSTRATE ENVIRONMENTAL LITERACY

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

### UNIT DESCRIPTION

This unit specifies the competencies required to demonstrate environmental literacy. It involves, controlling environmental hazard and environmental pollution, demonstrating 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, analyzing resource use and developing resource conservation plans

### 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.  <b><i>Bold and italicized terms are elaborated in the Range</i></b>
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 according to environmental regulations and OSHS. 1. 3 <b><i>PPE</i></b> is used according to OSHS.
2. Control environmental Pollution	2.1 Environmental pollution <b><i>control measures</i></b> are implemented in accordance with international protocols. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing noise pollution is complied with based on Noise and Excessive Vibration <b><i>Pollution and Control Regulations, 2009</i></b>
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with based on organizational waste management guide 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 Constitution of Kenya 2010 Article 69 .
4. Evaluate current practices in relation to resource usage	<p>4.1 Information on resource efficiency systems and procedures are collected and provided as per work groups/sector</p> <p>4.2 Current resource usage is measured and recorded as per work group</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify environmental legislations/conventions for environmental concerns	<p>5.1 Environmental legislations/conventions and local ordinances are identified according to the different environmental aspects/impact</p> <p>5.2 Industrial standard/environmental practices are described according to the different environmental concerns</p>
6. Implement specific environmental programs	<p>6.1 Programs/Activities are identified according to organizations policies and guidelines.</p> <p>6.2 Individual roles/responsibilities are determined and performed based on the activities identified.</p> <p>6.3 Problems/constraints encountered are resolved in accordance with organizations’ policies and guidelines</p> <p>6.4 Stakeholders are consulted based on company guidelines</p>
7. Monitor activities on Environmental protection/Programs	<p>7.1 Activities are periodically monitored and Evaluated according to the objectives of the environmental program</p> <p>7.2 Feedback from stakeholders are gathered and considered in Proposing enhancements to the program based on consultations</p> <p>7.3 Data gathered are analyzed based on Evaluation requirements</p> <p>7.4 Recommendations are submitted based on the findings</p> <p>7.5 Management support systems are set/established to sustain and enhance the program</p> <p>7.6 Environmental incidents are monitored and reported to</p> <p>7.7 concerned/proper authorities</p>
8. Analyze resource use	<p>8.1 All resource consuming processes are Identified as per the organizational work plan</p> <p>8.2 Quantity and nature of resource consumed is determined based on processes</p>

	<p>8.3 Resource flow is analyzed as per different parts of the process.</p> <p>8.4 Wastes are classified according to NEMA regulations on waste management.</p>
9. Develop resource Conservation plans	<p>9.1. Efficiency of use/conversion of resources is determined according to industry protocol.</p> <p>9.2. Causes of low efficiency of use of resources are Determined based on industry protocol.</p> <p>9.3. Plans for increasing the efficiency of resource use are developed based on findings.</p>

## RANGE

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

Variable	Range
1. PPE may include but not limited to	<ul style="list-style-type: none"> <li>• Mask</li> <li>• Gloves</li> <li>• Goggles</li> <li>• Safety hat</li> <li>• Overall</li> <li>• Hearing protector</li> </ul>
2. Control measures may include but not limited to	<ul style="list-style-type: none"> <li>• Methods for minimizing or stopping spread and ingestion of airborne particles</li> <li>• Methods for minimizing or stopping spread and ingestion of gases and fumes</li> <li>• Methods for minimizing or stopping spread and ingestion of liquid wastes</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

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

## Required Knowledge

The individual needs to demonstrate knowledge of:

- PPEs
- Environmental regulations
- OSHS
- Pollution
- Waste management
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Environmental hazards
- Regulatory requirements

## 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 (e.g. Cleaning tools, cleaning materials, trash bags) 2.3 PPE, manuals and references 2.4 Legislation, policies, procedures, protocols and local

	ordinances relating to environmental protection 2.5 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 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.

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## DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: SW/OS/CP/BC/07/6/A

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function.	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements. <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Identify workplace hazards and risk	1.1 <i><b>Hazards</b></i> in the workplace are identified <i><b>based their indicators</b></i> 1.2 Risks and hazards are evaluated based on legal requirements. 1.3 <i><b>OSH concerns</b></i> raised by workers are addressed as per legal requirements.
2. Control OSH hazards	2.1 Hazard prevention <i><b>and control measures</b></i> are implemented as per legal requirement. 2.2 Risk assessment is conducted and a risk matrix developed based on likely impact. 2.3 <i><b>Contingency measures</b></i> , including <i><b>emergency procedures</b></i> during workplace <i><b>incidents and emergencies</b></i> 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 <i><b>OSH-related records</b></i> 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 not limited to:	<ul style="list-style-type: none"> <li>• Physical hazards – impact, illumination, pressure, noise,</li> <li>• vibration, extreme temperature, radiation</li> <li>• Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects</li> <li>• Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors</li> <li>• Ergonomics</li> <li>• Psychological factors – over exertion/ excessive force,awkward/static positions, fatigue, direct pressure,</li> <li>• varying metabolic cycles</li> <li>• Physiological factors – monotony, personal relationship, work out cycle</li> <li>• Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris</li> <li>• Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)</li> </ul>
2. Indicators may include but not limited to:	<ul style="list-style-type: none"> <li>• Increased of incidents of accidents, injuries</li> <li>• Increased occurrence of sickness or health complaints/ symptoms</li> <li>• Common complaints of workers related to OSH</li> <li>• High absenteeism for work-related reasons</li> </ul>
3. OSH concerns may include but not limited to:	<ul style="list-style-type: none"> <li>• Workers’ experience/observance on presence of work hazards</li> <li>• Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</li> <li>• Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</li> </ul>

<p>4. Safety gears /PPE (Personal Protective Equipment) may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Arm/Hand guard, gloves</li> <li>• Eye protection (goggles, shield)</li> <li>• Hearing protection (ear muffs, ear plugs)</li> <li>• Hair Net/cap/bonnet</li> <li>• Hard hat</li> <li>• Face protection (mask, shield)</li> <li>• Apron/Gown/coverall/jump suit</li> <li>• Anti-static suits</li> <li>• High-visibility reflective vest</li> </ul>
<p>5. Appropriate risk controls may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Appropriate risk controls in order of impact are as follows:</li> <li>• Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</li> <li>• Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</li> <li>• Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</li> <li>• Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</li> <li>• Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</li> <li>• Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</li> </ul>
<p>6. Contingency measures may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Evacuation</li> <li>• Isolation</li> <li>• Decontamination</li> <li>• (Calling designed) emergency personnel</li> </ul>
<p>7. Incidents and emergencies may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Chemical spills</li> <li>• Equipment/vehicle accidents</li> <li>• Explosion</li> <li>• Fire</li> <li>• Gas leak</li> <li>• Injury to personnel</li> <li>• Structural collapse</li> <li>• Toxic and/or flammable vapors emission.</li> </ul>
<p>8. OSH-related Records may include but not limited to:</p>	<ul style="list-style-type: none"> <li>• Medical/Health records</li> <li>• Incident/accident reports</li> <li>• Sickness notifications/sick leave application</li> <li>• OSH-related trainings obtained</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- Interpersonal
- 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.
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	<p>1.9 Implemented company OSH programs as per legal requirements.</p> <p>1.10 Capacity built workers on OSH standards and procedures as per legal requirements</p> <p>1.11 Maintained OSH-related records as per legal requirements.</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.3 Access to relevant workplace where assessment can take place</p> <p>2.4 Appropriately simulated environment where assessment can take place</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation</p> <p>3.2 Oral questioning</p> <p>3.3 Written test</p> <p>3.4 Portfolio of Evidence</p> <p>3.5 Interview</p> <p>3.6 Third party report</p>
4. Context of Assessment	<p>Competency may be assessed:</p> <p>4.1 On-the-job</p> <p>4.2 Off-the –job</p> <p>4.3 During Industrial attachment</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

## **CORE UNITS OF COMPETENCE**

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## MANAGE CHILD WELFARE PROGRAMMES

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

### 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

### ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<p>These describe the <b>key outcomes</b> which make up workplace function (to be stated in active)</p>	<p>These are <b>assessable statements</b> which specify the required level of performance for each of the elements (to be stated in passive voice)</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1. Carry out child welfare needs assessment</p>	<p>1.1 <b><i>Child social economic welfare needs</i></b> are identified according to welfare programmes</p> <p>1.2 Needs assessment plan is developed as per identified welfare needs</p> <p>1.3 Data collection training is carried out according to needs assessment plan</p> <p>1.4 Child welfare programme data is collected and analyzed according to standard procedures</p> <p>1.5 Programme needs report is prepared and disseminated according to standard requirements</p>
<p>2. Develop welfare programmes models</p>	<p>2.1 Child welfare needs are identified and prioritized based on <b><i>available child welfare resources</i></b></p> <p>2.2 <b><i>Programme partners</i></b> are identified and networked according to child welfare programme</p> <p>2.3 Capacity assessment of partners, community and implementers is conducted as per programme requirements</p> <p>2.4 Available child welfare resources are determined and allocated according to prioritized child welfare programme</p> <p>2.5 Child welfare programme design is developed as per child welfare programme needs</p> <p>2.6 Programme implementation plan is developed according to identified child welfare programme</p> <p>2.7 Monitoring and evaluation tools are developed according programme design</p>

<p>3. Carry out welfare programmes</p>	<p>3.1 Programme partners are mobilized and briefed according to programme designs  3.2 Programme implementers are trained according to programme implementation plan  3.3 Programme is implemented according to approved implementation plan and budget  3.4 Progress implementation report is prepared and disseminated in accordance with implementation plan</p>
<p>4. Monitor and evaluate child welfare programmes</p>	<p>4.1 Monitoring and evaluation strategy is developed based on the organization requirement  4.2 Programme <i>performance indicators</i> are determined as per programme design  4.3 Monitoring and evaluation team is trained according to project objectives  4.4 Monitoring and evaluation budget is utilized according to monitoring and evaluation procedures  4.5 Programme data is collected and analyzed based on programmes performance indicators  4.6 Monitoring and evaluation report is prepared and shared according to monitoring and evaluation procedures  4.7 Project review plans and recommendations are prepared and shared based on project performance</p>
<p>5. Document welfare programmes activities</p>	<p>5.1 Programme information management system is developed as per project requirements  5.2 Accessibility and efficiency of information management system is monitored according to programme requirements and guidelines  5.3 Information management system is reviewed and updated according to system needs</p>

## RANGE

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

VARIABLE	RANGE
1. Child social economic welfare needs may include but are not limited to:	<ul style="list-style-type: none"><li>• Education</li><li>• Health</li><li>• Life skills</li><li>• Safety and security</li></ul>
2. Available child welfare resources may include but are not limited to:	<ul style="list-style-type: none"><li>• Donor funding priorities</li><li>• Human</li><li>• Technology</li><li>• Financial</li></ul>
3. Programmes partners may include but are not limited to:	<ul style="list-style-type: none"><li>• Government</li><li>• Development agencies</li><li>• Civil societies organization</li><li>• Institution of learning</li><li>• Community</li><li>• Community volunteers</li><li>• Religious institutions</li><li>• Local community leaders</li></ul>
4. Performance indicators may include but are not limited to:	<ul style="list-style-type: none"><li>• Number of trained volunteers</li><li>• Number of beneficiaries reached</li><li>• Enrollment rates</li><li>• Number of households reached</li></ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Communication
- 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.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Carried out programme needs assessment and prepared a report</li> <li>1.2 Prepared and utilized programme budget</li> <li>1.3 Prioritized child welfare programmes</li> <li>1.4 Identified and networked programme partners</li> <li>1.5 Developed programme models</li> <li>1.6 Carried out project and prepared periodic reports</li> <li>1.7 Developed monitoring and evaluation tools</li> <li>1.8 Carried out monitoring and evaluation and prepared a report</li> <li>1.9 Developed, reviewed and updated programme information management systems</li> <li>1.10 Demonstrated understanding of project management cycles</li> </ul>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Stationery</li> <li>2.3 Manuals</li> </ul>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written</li> <li>3.3 Observation</li> </ul>

	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.

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## CARRY OUT COMMUNITY-BASED CHILD PROTECTION STRATEGIES

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1. Develop child protection strategies	1.1 Existing <i>child protection structures</i> are identified according to child protection requirements 1.2 Assessment of existing community structures is carried out according to standard requirements 1.3 Assessment report is prepared and disseminated based on child protection requirements 1.4 <i>Child protection barriers</i> are identified based on assessment report of community structures 1.5 <i>Children in especially difficult circumstances</i> are mapped and profiled according to existing child protection policies 1.6 Caseworks are developed according to history of abuse 1.7 Safety concerns for child protection are defined according to community environment and detailed caseworks 1.8 Enforcement of <i>child abuse prevention guidelines</i> is carried out based on existing national safety programmes 1.9 Community action plan is prepared based on identified child protection barriers
2 Form child protection networks	2.1 <i>Stakeholders in child protection</i> are mapped based on community child protection strategies 2.2 Stakeholders in child protection are mobilized as per child protection guidelines 2.3 Stakeholders <i>child protection services</i> are determined according to child protection barriers



<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
	2.4 Child protection services are synchronized according to child protection barriers 2.5 <i><b>Child protection resources</b></i> are identified according to child protection barriers 2.6 Collaborations are done based on available resources and activities of various child stakeholders 2.7 Coordination between sectors and levels is defined based on child protection frameworks 2.8 Linkages are formed based on community-based child protection mechanisms.
3 Develop stakeholder policy agreement	3.1 Areas of intervention are identified as per child protection guidelines 3.2 Linkages are formed based on service delivery and child protection guidelines 3.3 Coordination between sectors and levels is defined based on child protection frameworks 3.4 <i><b>Content of policy</b></i> is developed according to child protection guidelines 3.5 Policy agreement is upheld based on MOU
4 Implement child protection strategies	4.1 <i><b>Training materials and equipment</b></i> are developed as per community child protection strategies 4.2 Stakeholders are mobilized according to training requirements and child protection strategies 4.3 Trainings are conducted according to community child protection strategies 4.4 Advocacy campaigns on child protection are carried based on child protection strategies 4.5 <i><b>Child protection media campaigns</b></i> are conducted according to child protection strategies 4.6 Referrals and linkage are strengthened as per child protection strategies 4.7 Creation of <i><b>community</b></i> awareness and sensitization is conducted according to child protection requirements 4.8 Child rights clubs are established and strengthened as per child protection standards 4.9 CBCPM teams are formed, trained and mandated

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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) <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	according to child protection strategies 4.10 Preparation and dissemination of reports on child implementation strategies is performed according to the required guidelines
5 Monitor and evaluate CBCPM and teams	5.1 Monitoring, evaluation and reporting tools are developed based on monitoring and evaluation procedures 5.2 Reporting is carried out based on M&E tools developed 5.3 Collected data is analyzed as per M&E procedures 5.4 M&E report is prepared and disseminated according to M&E requirements 5.5 Recommendations are shared and adopted as per M&E report

### **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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Child protection structures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Laws</li> <li>• Standards and regulations</li> <li>• Policies</li> </ul>
2. Child protection barriers may include but are not limited to:	<ul style="list-style-type: none"> <li>• Retrogressive cultural beliefs and practices</li> <li>• Ignorance</li> <li>• Poverty</li> <li>• Inaccessibility</li> <li>• Hard to reach children protection services</li> <li>• Political good will</li> </ul>

<p>3. Children in especially difficult circumstances may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Refugees</li> <li>• Children in armed conflicts</li> <li>• Children in to substance abuse</li> <li>• Children living with disabilities</li> <li>• Children living with HIV</li> <li>• Children living on the streets</li> <li>• Children of prisoners</li> <li>• Sexually exploited children</li> <li>• Begging children</li> <li>• Children in prostitution</li> <li>• Children in severe poverty</li> <li>• Children affected by natural disasters</li> <li>• Child labor</li> <li>• Trafficked children</li> <li>• Children in ASAL areas</li> </ul>
<p>4. Child abuse prevention guidelines may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Child protection policy</li> <li>• Alternative family care</li> <li>• Regulation on formation and operation of charitable institutions of children</li> </ul>
<p>5. Stakeholders in child protection may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Civil society organizations (CSO) <ul style="list-style-type: none"> <li>○ CBOs</li> <li>○ FBOs</li> <li>○ NGOs</li> <li>○ Development partners</li> </ul> </li> <li>• Government ministries</li> <li>• Religious institutions</li> <li>• Learning institutions</li> <li>• Parents</li> <li>• Children</li> </ul>
<p>6. Child protection services may include but are not limited to:</p>	<ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Rescue</li> <li>• Medical care</li> <li>• Re-integration</li> <li>• Guidance and counselling</li> <li>• Psychosocial support</li> <li>• Sensitization on child rights and</li> <li>• Protection</li> </ul>

7. Child protection resources may include but are not limited to:	<ul style="list-style-type: none"> <li>• Finance</li> <li>• Human</li> <li>• Technologies</li> <li>• Child protection institutions</li> </ul>
8. Content of policy may include but are not limited to:	<ul style="list-style-type: none"> <li>• Referrals mechanisms</li> <li>• Child protection barriers</li> <li>• Child abuse indicators</li> <li>• Child protection stakeholders</li> <li>• Child protection policies</li> <li>• Reporting mechanisms</li> <li>• Documentation</li> </ul>
9. Training materials and equipment may include but are not limited to:	<ul style="list-style-type: none"> <li>• Manuals</li> <li>• Flyers</li> <li>• Brochures</li> <li>• Flip charts</li> <li>• Writing materials</li> <li>• Video clips</li> <li>• Projectors</li> <li>• Laptops</li> </ul>
10. Child protection media campaigns may include but are not limited to:	<ul style="list-style-type: none"> <li>• Posters</li> <li>• TV and radio advertisements</li> <li>• Print and electronic media</li> <li>• Social media</li> <li>• Banners</li> </ul>
11. Community may include but are not limited to:	<ul style="list-style-type: none"> <li>• Family</li> <li>• Opinion leaders</li> <li>• Local administration</li> <li>• FBOs</li> <li>• Religious leaders</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- 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

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

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## COORDINATE ENFORCEMENT OF CHILD RIGHTS

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

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Identify vulnerable children	1.1 <i><b>Child vulnerability criteria</b></i> is established according to National child protection laws and policies 1.2 Community volunteer teams are formed according to established child vulnerability criteria 1.3 <i><b>Training tools</b></i> are developed according to vulnerability criteria requirements 1.4 Training is carried out according to standard requirements 1.5 Vulnerability data collected is analyzed and report prepared according to standard procedures
2 Assess child rights violation	2.1 <i><b>Child right violation</b></i> allegation is reported based on child right protection framework 2.2 <i><b>Child violation indicators</b></i> are identified based on child rights protection procedures 2.3 Nature of violation is assessed 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 applied in line with the child protection information management guidelines 2.8 Social inquiry report is prepared and presented according to assessment requirements

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
3 Establish corrective plans of action	3.1 Nature of child right violation are established and assessed according to existing child protection policies and laws 3.2 Rescue plan is developed 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
4 Carry out action plans	4.1 Needs assessment is carried out according to child protection guidelines 4.2 Assessment report is prepared and disseminated as per child protection procedure 4.3 Child protection committee are formed according to child welfare policies 4.4 Child friendly spaces are advocated for based on their suitability to child protection 4.5 Sensitization trainings are carried out based on child welfare requirements 4.6 Child welfare support systems are formed and strengthened according to child rights regulations 4.7 Child rights enforcement action plans are documented according to standard procedures
5 Maintain child protection networks	5.1 Child service providers' database is developed and updated as per standard requirements 5.2 Child protection network task force is established, and periodic reporting is carried out according to standard requirements 5.3 Collective strategies are developed through periodic child protection network meetings 5.4 Best practices and progressive score cards are prepared and shared in accordance with network policy guidelines 5.5 Child protection network documentations are maintained and updated according to network policy



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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) <i><b>Bold and italicized terms are elaborated in the Range guidelines</b></i>
	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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Child vulnerability criteria may include but are not limited to:	<ul style="list-style-type: none"> <li>• Poverty levels</li> <li>• Orphan hood</li> <li>• Socio-economic factors</li> <li>• Education</li> <li>• Health</li> <li>• Disabilities</li> <li>• Abuse and neglect</li> <li>• Child headed households</li> <li>• Child offenders</li> <li>• Children of imprisoned mothers</li> <li>• Parenting</li> <li>• Children in institutions</li> <li>• Street children</li> </ul>
2. Training tools may include but are not limited to:	<ul style="list-style-type: none"> <li>• Child identification tools</li> <li>• Training manuals</li> <li>• Flip charts</li> <li>• Writing materials</li> <li>• Video clips</li> <li>• Projectors</li> <li>• Flyers</li> <li>• Laptops</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
3. Child right violation may include but are not limited to:	<ul style="list-style-type: none"> <li>• FGM</li> <li>• Child marriage</li> <li>• Child trafficking</li> <li>• Physical abuse</li> <li>• Child labor</li> <li>• Child torture</li> <li>• Child exploitation</li> <li>• Children in armed conflicts</li> <li>• Malnutrition</li> <li>• Sexual harassment/defilement</li> <li>• Harmful cultural practices</li> </ul>
4. Child violation indicators may include but are not limited to:	<ul style="list-style-type: none"> <li>• Bruises</li> <li>• Wounds and injuries</li> <li>• Withdrawals</li> <li>• Aggression</li> <li>• Bleeding</li> <li>• Broken limbs</li> <li>• Pinch marks</li> <li>• Frequent hunger</li> <li>• Poor personal hygiene</li> <li>• Fatigue</li> <li>• Truancy</li> <li>• Drug and substance abuse</li> <li>• Suicidal tendencies</li> </ul>

### **REQUIRED SKILLS AND KNOWLEDGE**

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

#### **Required Skills**

The individual needs to demonstrate the following skills:

- 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.

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## 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 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Conduct intake process	1.1 Case management tools are developed according child protection policies 1.2 Cases of the children in need of care and protection and those in conflict with the law are reported according to standard procedures 1.3 Details of a children in conflict with the law and those in need of care and protection are recorded as per standard requirements 1.4 Determination of immediate needs of children are conducted in line the child protection policies
2 Assess a vulnerable child	2.1 Assessment plan is developed based on legal framework 2.2 <i><b>Assessment resources</b></i> are identified, mobilized and allocated according to assessment plan 2.3 Assessment is carried out according to standard practices and guidelines 2.4 Assessment report is prepared and disseminated as per child protection guidelines
3 Develop individual case plan	3.1 <i><b>Child abuse cases</b></i> are identified as per child protection policies 3.2 <i><b>Required interventions</b></i> are identified as per child assessment report 3.3 Performance indicators are developed as per child protection plans 3.4 Available resources are assessed according to

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
	required interventions 3.5 Linkages and referrals are created with <i>relevant stakeholders</i> according to child protection policy frameworks 3.6 Implementation plan is developed according to emergency rescue plan requirements
4 Carry out plans of action	4.1 Roles and responsibilities are assigned based on implementation plan developed 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 Monitor and evaluate implementation plans	5.1 Performance indicators are reviewed 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 analyzed according to standard procedures 5.4 Monitoring and evaluation report is prepared and shared according to set procedures 5.5 Case management review plans and recommendations are prepared and shared based on M&E report
6 Carry out case closure	6.1 Case disposal mechanism are determined based on the child protection guideline 6.2 Achievement of goals is determined according to standards procedures 6.3 Child cases are transferred as per child protection standards 6.4 After care services is carried out based on child protection requirements

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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) <b><i>Bold and italicized terms are elaborated in the Range</i></b>
7 Maintain case management records	7.1 Information management database is developed as per child protection policy 7.2 Information management database system is monitored according to standard requirements and guidelines 7.3 Information management database system is reviewed and updated according to system needs

### **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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Assessment resources may include but are not limited to:	<ul style="list-style-type: none"> <li>• Data collection tools</li> <li>• Finance</li> <li>• Human</li> <li>• Approval documents</li> </ul>
2. Child abuse cases may include but are not limited to:	<ul style="list-style-type: none"> <li>• FGM</li> <li>• Child marriage</li> <li>• Female infanticide</li> <li>• Forced feeding</li> <li>• Child trafficking</li> <li>• Child labor</li> </ul>
3. Required interventions may include but are not limited to:	<ul style="list-style-type: none"> <li>• Rescue</li> <li>• Reintegration</li> </ul>
4. Relevant stakeholders may include but are not limited to:	<ul style="list-style-type: none"> <li>• Local administration</li> <li>• Community</li> <li>• Civil society</li> <li>• Religious leaders</li> <li>• Institutions of learning</li> <li>• Government departments</li> </ul>

### **REQUIRED SKILLS AND KNOWLEDGE**

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

### Required Skills

The individual needs to demonstrate the following skills:

- 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.

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Conducted intake process accordingly</li> <li>1.2 Assessed vulnerable child and prepared a report</li> <li>1.3 Networked relevant stakeholders and formed linkages</li> <li>1.4 Developed and carried out rescue plan</li> <li>1.5 Placed children in safe housing</li> <li>1.6 Carried out case closure appropriately</li> <li>1.7 Developed case management information systems</li> <li>1.8 Reviewed and updated case management information systems</li> </ul>
<p>2 Resource</p>	<p>The following resources should be provided:</p>



Implications	<ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Legal instruments</li> <li>2.3 Computer</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written</li> <li>3.3 Observation</li> <li>3.4 Case study</li> </ul>
4 Context of Assessment	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ul>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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## 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

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function (to be stated in active)</p>	<p>These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice)</p> <p><b><i>Bold and italicized terms are elaborated in the Range</i></b></p>
<p>1 Carry out psychosocial needs assessment (PSS)</p>	<p>1.1 Needs assessment plan is developed according to existing child protection policies</p> <p>1.2 Documentation of a child psychosocial needs is performed according child protection polices</p> <p>1.3 Resources for psychosocial needs are mobilized according to the</p> <p>1.4 Relevant data on psychosocial needs is obtained based on <b><i>available documentations</i></b></p> <p>1.5 Data is collated and analyzed according standard procedures</p> <p>1.6 Needs assessment report is prepared and shared as per standard guidelines</p>
<p>2 Plan for psychosocial support activities</p>	<p>2.1 Implementation plan is developed based on needs assessment report</p> <p>2.2 Beneficiaries are identified based on psychosocial needs assessment report</p> <p>2.3 <b><i>Psychosocial support activities</i></b> are identified and prioritized based on identified needs</p> <p>2.4 Budgetary allocation plan is prepared according to psychosocial support activities</p> <p>2.5 Community volunteer teams are formed and trained according to required standards</p> <p>2.6 Stakeholders are identified according to psychosocial programme activities</p> <p>2.7 <b><i>Monitoring and evaluation tools</i></b> are developed as per psychosocial support activities plan</p>
<p>3 Carry out psychosocial</p>	<p>3.1 Required resources are mobilized according</p>

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
support	implementation plan 3.2 Psychosocial support implementation plan is executed according to the identified psychosocial needs 3.3 Psychosocial support programme monitoring and evaluation is conducted accordance with set standards 3.4 Psychosocial support progress report is prepared, documented and shared as per standard procedures 3.5 Networking and linkages with <i>specialized services</i> providers is carried out according psychosocial support requirements
4 Conduct re-integration activities	<b>4.1</b> Re-integration plan is developed according to <i>re-integration procedures</i> <b>4.2</b> <i>Re-integration resources</i> are allocated based on re-integration plan developed <b>4.3</b> <i>Relevant institutions</i> are networked as per re-integration procedures <b>4.4</b> Re-integration plan is carried out based on re-integration procedures <b>4.5</b> Report on re-integration activities is developed and documented based on standard requirements <b>4.6</b> Best practices are developed and adopted based on re-integration reports
5 Conduct re-integration follow-ups	<b>5.1</b> Re-integration follow-up plan is developed according to re-integration procedures <b>5.2</b> Resources are allocated according to re-integration plan developed <b>5.3</b> Follow-ups are conducted as per re-integration follow-up plan <b>5.4</b> Re-integration follow-up report is prepared and documented as per re-integration 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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Available documentations may include but are not limited to:	<ul style="list-style-type: none"> <li>● Previous research reports</li> <li>● Journals</li> <li>● Print media</li> <li>● Electronic media</li> <li>● Social media</li> </ul>
2. Psychosocial support activities may include but are not limited to:	<ul style="list-style-type: none"> <li>● Counselling</li> <li>● Social welfare services</li> <li>● Support groups</li> <li>● Mentorships</li> <li>● Spiritual nourishment</li> <li>● Recreational activities</li> <li>● Health related activities</li> <li>● Mobilization of family care support activities</li> </ul>
3. Monitoring and evaluation tools may include but are not limited to:	<ul style="list-style-type: none"> <li>● Performance indicators</li> <li>● Enrollment eligibility criteria</li> <li>● Structures data collection tools</li> </ul>
4. Specialized service may include but are not limited to:	<ul style="list-style-type: none"> <li>●Counselling</li> <li>● Medical <ul style="list-style-type: none"> <li>○ Deworming</li> <li>○ Treatments</li> </ul> </li> <li>● Peers educators</li> <li>● Accounting</li> <li>● Motivational speaking</li> <li>● Psycho-social support services</li> <li>● Life skill development</li> </ul>
5. Re-integration procedures may include but are not limited to:	<ul style="list-style-type: none"> <li>● Health assessment</li> <li>● Family tracing and assessment</li> <li>● Pre-visits</li> <li>● Preparation of child and family</li> <li>● Environmental and community assessment</li> <li>● Counselling</li> <li>● Bonding</li> <li>● Skill trainings</li> <li>● Follow-ups</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
6. Re-integration resources may include but are not limited to:	<ul style="list-style-type: none"> <li>• Financial</li> <li>• Human</li> <li>• Technology <ul style="list-style-type: none"> <li>○ Phones</li> <li>○ Photos</li> <li>○ Emails</li> </ul> </li> <li>• Transport</li> </ul>
7. Relevant institutions may include but are not limited to:	<ul style="list-style-type: none"> <li>• Local administration</li> <li>• Civil Society Organizations (CSOs)</li> <li>• Government offices <ul style="list-style-type: none"> <li>○ Immigration</li> <li>○ Police</li> <li>○ Children department</li> </ul> </li> <li>• Institutions of learning</li> <li>• Religious institutions</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- 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.

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Carried out psychosocial need's assessment</li> <li>1.2 Prepared and shared psychosocial needs assessment report</li> <li>1.3 Developed implementation plan on psychosocial activities</li> <li>1.4 Prepared and utilized budgetary allocation plan</li> <li>1.5 Mobilized psychosocial support resources</li> <li>1.6 Identified, prioritized and carried out psychosocial support activities</li> <li>1.7 Developed monitoring and evaluation tools on psychosocial support activities</li> <li>1.8 Reviewed psychosocial support programmes and prepared progressive reports</li> <li>1.9 Networked for specialized services for psychosocial support programmes</li> <li>1.10 Developed and carried out re-integration plans</li> <li>1.11 Conducted follow-ups and prepared a report on re-integration activities</li> <li>1.12 Demonstrated understanding of child safety and child protection policies</li> <li>1.13 Demonstrated understanding of child mental health and re-integration procedures</li> <li>1.14 Demonstrated ability to conduct child interviews to assess psychosocial needs</li> </ul>
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Laptop</li> <li>2.3 Projector</li> <li>2.4 Training manual</li> </ul>

	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.

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## MANAGE CHILD ABUSE CASES

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

### 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.

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b> These describe the key outcomes which make up workplace function (to be stated in active)	<b>PERFORMANCE CRITERIA</b> These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i><b>Bold and italicized terms are elaborated in the Range</b></i>
1 Establish case history	1.1 Allegations <i><b>of child rights violation</b></i> are reported according to child rights protection policy framework 1.2 Child is assessed according to existing child protection policy framework 1.3 Immediate need assessment is determined based on nature of child rights violation 1.4 Law enforcement agencies and other stakeholders are networked with based on the nature of child rights violation 1.5 Social inquiry is conducted as per standard requirements 1.6 Child safety plan is prepared and executed according to rescue procedures 1.7 <i><b>Child safety requirements</b></i> are provided according to nature of child rights violation 1.8 Social inquiry report is prepared and shared according to standard requirements
2 Prepare child for court case	2.1 Psychological counselling of the child is carried out based on standard procedures 2.2 Pre-interviews are conducted as per child right protection policies 2.3 Networking with other law enforcement agencies is carried out in accordance with existing policy framework on child protection 2.4 Required <i><b>information documents</b></i> for evidence are prepared according to standard requirements
3 Present child in court	3.1 Follow up on court appearance dates is carried out



<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
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) <b><i>Bold and italicized terms are elaborated in the Range</i></b>
	as per court advice 3.2 The child is accompanied to court according to child protection policy framework 3.3 Social inquiry report is presented in law court in accordance with court procedures 3.4 <b><i>Court orders</i></b> are received according to legal provisions and the nature of the case
4 Coordinate court orders	4.1 Court advice is received and executed according to legal requirements 4.2 Networking with other <b><i>law enforcement agencies and other stakeholders</i></b> in execution of court orders is undertaken as per legal requirements 4.3 Continuous progress reports are prepared and shared according to court orders issued 4.4 Reports are documented and updated in accordance with the CPIMS

### 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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Child rights violation may include but are not limited to:	<ul style="list-style-type: none"> <li>• Sexual abuse <ul style="list-style-type: none"> <li>○ Defilement</li> <li>○ Indecency</li> <li>○ Indecent exposure</li> </ul> </li> <li>• Physical abuse <ul style="list-style-type: none"> <li>○ Assault</li> <li>○ Torture</li> </ul> </li> <li>• Emotional abuse</li> <li>• Neglect</li> <li>• Child labor</li> <li>• Child trafficking</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
2. Child safety requirements may include but are not limited to:	<ul style="list-style-type: none"> <li>• Placement</li> <li>• Counselling</li> <li>• Medical care</li> <li>• Alternative family care</li> </ul>
3. Information documents may include but are not limited to:	<ul style="list-style-type: none"> <li>• Birth certificates</li> <li>• Medical report</li> <li>• PRC form</li> <li>• Dully filled and stamped P3 form</li> <li>• Social inquiry report</li> <li>• School progress report</li> <li>• OB entry</li> </ul>
4. Court orders may include but are not limited to:	<ul style="list-style-type: none"> <li>• Access orders</li> <li>• Residence orders</li> <li>• Exclusion orders</li> <li>• Child assessment orders</li> <li>• Family assistance order</li> <li>• Ward ship order</li> <li>• Placement orders</li> <li>• Restraining orders</li> <li>• Production orders</li> </ul>
5. Law enforcement agencies and other stakeholders may include but are not limited to:	<ul style="list-style-type: none"> <li>• Police</li> <li>• Prosecution</li> <li>• Witness protection agencies</li> <li>• Local administration officers</li> <li>• Judicial officers <ul style="list-style-type: none"> <li>○ Lawyers</li> <li>○ Magistrates</li> <li>○ Judges</li> </ul> </li> <li>• Department of children services</li> <li>• Civil society organizations</li> </ul>

## **REQUIRED SKILLS AND KNOWLEDGE**

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

### **Required Skills**

The individual needs to demonstrate the following skills:

- Communication
- Reporting

- Analytical
- Teamwork
- Networking
- Counselling
- Coordination
- Advocacy
- Computer
- Child friendly skills
- Monitoring
- Innovative
- Creativity

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Child rights legislative and policy frameworks
- Child protection
- Child abuse indicators
- Sexual offense act
- Vulnerable children
- Child psychology
- Record management
- Basic legal knowledge
- Law enforcement agencies
- Child safety

### EVIDENCE GUIDE

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

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Conducted child interviews and prepared social inquiry report</li> <li>1.2 Identified and liaised with law enforcement agencies and other stakeholders</li> <li>1.3 Prepared and presented required documentation for evidence on child right violation</li> <li>1.4 Executed court orders</li> <li>1.5 Maintained child related records and file</li> <li>1.6 Demonstrated understanding of child protection policies</li> </ul>
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 Workstation</li> <li>2.2 Legal instruments</li> </ul>

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

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## MANAGE CHILDREN PLACEMENT CENTRE

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

### UNIT DESCRIPTION

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

### ELEMENTS AND PERFORMANCE CRITERIA

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
<p>These describe the key outcomes which make up workplace function (to be stated in active)</p>	<p>These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice)</p> <p><i>Bold and italicized terms are elaborated in the Range</i></p>
<p>1 Plan placement center programmes</p>	<p>1.1 Placement center compliance is determined according to the standard regulation</p> <p>1.2 <b>Placement center assessment</b> is carried out according to standard requirements</p> <p>1.3 Centre management operational guidelines and procedures are developed as per standard requirements</p> <p>1.4 <b>Placement center programmes</b> are identified and prioritized based on center needs and priorities</p> <p>1.5 Placement center programme implementation plan is designed according to needs and priorities</p> <p>1.6 Placement center operational budget is prepared according to placement center activities implementation plan</p> <p>1.7 <b>Roles and responsibilities</b> are determined and assigned according to center activities</p> <p>1.8 Rehabilitation plans are developed according to standard requirements</p> <p>1.9 Placement center procurement plan is designed as per procurement procedures</p>
<p>2 Coordinate placement center programmes</p>	<p>2.1 Resources are allocated according to placement center budget guidelines</p> <p>2.2 Placement center staff are trained according placement center programmes and requirements</p> <p>2.3 Placement center programmes are carried out according to implementation plan</p> <p>2.4 Placement center programmes are monitored</p>

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	according to placement center needs 2.5 Outsourcing for <i>specialized services</i> are undertaken based on center needs and standard procedures 2.6 Center programme activities are monitored and evaluated according to placement center programmes 2.7 Progress reports are developed according to implementation plan 2.8 <i>Structures</i> are designed to address emerging challenges according to placement center management regulation
3 Coordinate rehabilitation programmes	3.1 Rehabilitation needs are identified in accordance with set standards 3.2 Individual placement plan is designed according to rehab management procedures 3.3 <i>Admission guidelines</i> are developed and updated as per standard procedures 3.4 Networking with the community and partners is conducted according to placement standards operation guidelines and regulations 3.5 Alternative family care guidelines are designed according to alternative family care guidelines 3.6 Re-integration plans are designed and carried out according to <i>re-integration procedures</i>
4 Maintain placement center networks	4.1 Placement center network database is developed and updated as per standard requirements 4.2 Collective strategies are developed through periodic placement center network meetings 4.3 Best practices and progressive score cards are prepared and shared in accordance with network policy guidelines
5 Manage placement center records	5.1 Placement center record management system is developed as standard requirements 5.2 Accessibility and accuracy of record management system is audited according to programme requirements and guidelines 5.3 Placement center record management system is

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	reviewed and updated according to system needs 5.4 Institution data is aligned with centralized electronic data system according to standard 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.

<b>VARIABLE</b>	<b>RANGE</b>
1. Placement center assessment may include but are not limited to:	<ul style="list-style-type: none"> <li>• Capacity</li> <li>• Resources</li> <li>• Suitability</li> <li>• Safety and security</li> <li>• Structures</li> <li>• Admission criteria</li> <li>• Human resource capacity</li> <li>• Sustainability</li> <li>• Exit strategy</li> <li>• Adoption strategy</li> <li>• Health and sanitation</li> <li>• Education</li> </ul>
2. Placement center activities may include but are not limited to:	<ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Counselling</li> <li>• Play therapy</li> <li>• Learning</li> <li>• Spiritual nourishment</li> <li>• Skill development</li> <li>• Mentorships</li> </ul>

<b>VARIABLE</b>	<b>RANGE</b>
3. Roles and responsibilities may include but are not limited to:	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Counselling</li> <li>• Security</li> <li>• Housekeeping</li> <li>• Supervision</li> <li>• Nursing</li> <li>• Social works</li> <li>• Teaching</li> <li>• Mentoring</li> </ul>
4. Specialized services may include but are not limited to:	<ul style="list-style-type: none"> <li>• Counselling</li> <li>• Medical <ul style="list-style-type: none"> <li>○ Deworming</li> <li>○ Treatments</li> </ul> </li> <li>• Peers educators</li> <li>• Accounting</li> <li>• Motivational speaking</li> <li>• Psycho-social support services</li> <li>• Life skill development</li> </ul>
5. Structures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Inclusion criteria</li> <li>• Adoption criteria</li> <li>• Admission criteria</li> </ul>
6. Admission guidelines may include but are not limited to:	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Contact information</li> <li>• Case history</li> <li>• Geographical background information checks</li> <li>• Literacy</li> <li>• Documentation</li> <li>• Birth certificates</li> <li>• Medical report</li> <li>• Educational progress report</li> </ul>



VARIABLE	RANGE
7. Re-integration procedures may include but are not limited to:	<ul style="list-style-type: none"> <li>• Health assessment</li> <li>• Family tracing and assessment</li> <li>• Pre-visits</li> <li>• Preparation of child and family</li> <li>• Environmental and community assessment</li> <li>• Counselling</li> <li>• Bonding</li> <li>• Skill trainings</li> <li>• Follow-ups</li> </ul>

## REQUIRED SKILLS AND KNOWLEDGE

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

### Required Skills

The individual needs to demonstrate the following skills:

- Management
- Counselling
- Communication
- Organizational
- Leadership
- Networking
- Team working
- Coordination
- Computer
- Interpersonal
- Problem solving
- Conflict resolution
- Critical thinking

### Required Knowledge

The individual needs to demonstrate knowledge of:

- Project management
- Basic accounting
- Basic management and financial administration

- Child protection
- Child psychology
- Public relations
- Record management
- Child rights advocacy
- Child protection policy frameworks

### EVIDENCE GUIDE

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

1 Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> <li>1.1 Assessed placement center and determined suitability</li> <li>1.2 Identified and prioritized placement center activities</li> <li>1.3 Developed placement center implementation plan</li> <li>1.4 Prepared and efficiently utilized placement center budget</li> <li>1.5 Conducted staff training and assigned duties and responsibilities</li> <li>1.6 Monitored and evaluated center placement programme work plans</li> <li>1.7 Prepared and shared placement center progress reports</li> <li>1.8 Designed and carried out re-integration plans as per standard procedures</li> <li>1.9 Developed and maintained placement center networks</li> <li>1.10 Maintained placement center records</li> <li>1.11 Demonstrated understanding of re-integration procedures</li> </ul>
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> <li>2.1 A functional placement centers</li> <li>2.2 Stationery</li> <li>2.3 Standard manuals</li> </ul>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> <li>3.1 Oral</li> <li>3.2 Written</li> <li>3.3 Observation</li> <li>3.4 Case study</li> </ul>
4 Context of Assessment	<p>Competency may be assessed:</p> <ul style="list-style-type: none"> <li>4.1 On-the-job</li> <li>4.2 Off-the –job</li> <li>4.3 During Industrial attachment</li> </ul>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

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