



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

ASSISTANT COMMUNITY HEALTH OFFICER

LEVEL 6



TVET CDACC
P.O. BOX 15745-00100
NAIROBI

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FOREWORD

The provision of quality education and training is fundamental to the Government's overall strategy for social economic development. Quality education and training will contribute to achievement of Kenya's development blueprint, 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 to the formulation of the Policy Framework for Reforming Education and Training. A key feature of this policy is the radical change in the design and delivery of 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 Community Health. These Occupational Standards will also be the bases 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 health sector's growth and development.

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

PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET 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 labour force.

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

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

I am grateful to the Council Members, Council Secretariat, Community Health SSAC, expert workers and all those who participated in the development of these Occupational Standards.

**Prof. CHARLES M. M. ONDIEKI, PhD, FIET (K), Con. EngTech.
CHAIRMAN, 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 Community Health Sector Skills Advisory Committee (SSAC) members for their contribution to the development of these Standards. I thank all the individuals and organizations who participated in the validation of these Standards.

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

CHAIRMAN

COMMUNITY HEALTH SECTOR SKILLS ADVISORY COMMITTEE

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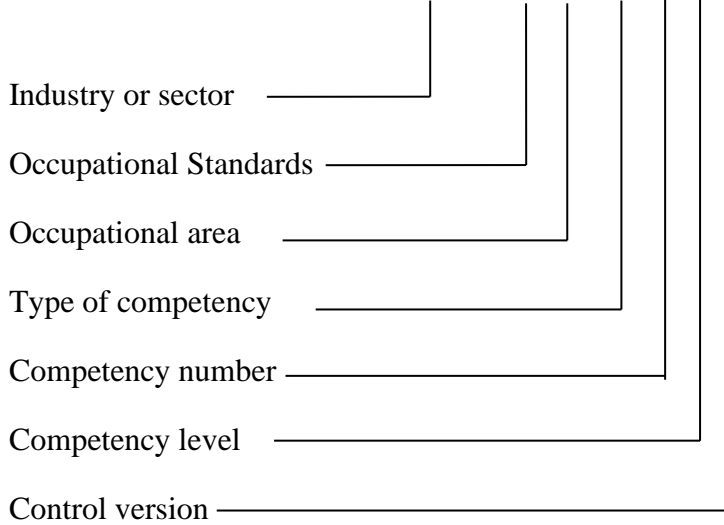
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ACRYNOMYS

TVET:	Technical Vocational Education and Training
CDACC:	Curriculum Development, Assessment and Certification Council
CBET:	Competency-Based Education and Training
MOH:	Ministry of Education
CHV:	Community Health Volunteers
ENT:	Ear, Nose and Throat
UTI's:	Urinary Tract Infections
TB:	Tuberculosis
PMTCT:	Prevention of Mother-To-Child Transmission
HIV:	Human Immunodeficiency Virus
ARV:	Antiretroviral
CHIS:	Community Health Information Systems
MLU:	Master Listing Unit
RDT:	Rapid Diagnostic Tests
ELISA:	Enzyme-Linked Immunosorbent Assay
MCH:	Maternal and Child Health
CHNA:	Community Health Needs Assessment
MHPSS:	Mental Health and Psycho-social Support
ICCM:	Integrated Community Case Management
BRFSS:	Behavioral Risk Factor Surveillance Systems
DDT:	Dichloro-Diphenyl-Trichloroethane
LLITNs:	Long-Lasting Insecticide Treated Nets
STI's:	Sexually Transmitted Diseases
LSD:	Lysergic Acid Diethylamide
CHOs:	Community Health Officers
PHOs:	Public Health Officers
CHAs:	Community Health Assistants
UHC:	Universal Health Coverage
HE:	Health
OS:	Occupational Standards
CH:	Community Health
BC:	Basic Competency
CC:	Common Competency
CR:	Core Competency
A:	Control Version

KEY TO UNIT CODE

HE/ OS/ CH/ BC/01/6/A



OVERVIEW

Assistant Community Health Officer Certificate level 6 qualification consists of competencies that a person must achieve to enable him/her to effectively discharge community health works and contributes towards meeting health needs and requirements.

The units of competency leading to Assistant Community Health Officer Certificate level 6 qualification include the following seven basic, five common and eight core competencies:

BASIC UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/BC/01/6/A	Demonstrate communication skills
HE/OS/CH/BC/02/6/A	Demonstrate numeracy skills
HE/OS/CH/BC/03/6/A	Demonstrate digital literacy
HE/OS/CH/BC/04/6/A	Demonstrate entrepreneurial skills
HE/OS/CH/BC/05/6/A	Demonstrate employability skills
HE/OS/CH/BC/06/6/A	Demonstrate environmental literacy
HE/OS/CH/BC/07/6/A	Demonstrate occupational safety and health practices

COMMON UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CC/01/6/A	Monitor and evaluate community health programmes
HE/OS/CH/CC/02/6/A	Apply nutrition in community health
HE/OS/CH/CC/03/6/A	Apply epidemiology in community health works
HE/OS/CH/CC/04/6/A	Apply Human anatomy and physiology
HE/OS/CH/CC/05/6/A	Apply basic microbiology and parasitology

CORE UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CR/01/6/A	Manage community health care
HE/OS/CH/CR/02/6/A	Conduct community health research
HE/OS/CH/CR/03/6/A	Conduct community health diagnosis and partnerships
HE/OS/CH/CR/04/6/A	Conduct community-based health care
HE/OS/CH/CR/05/6/A	Manage community health information systems
HE/OS/CH/CR/06/6/A	Conduct community health linkages

HE/OS/CH/CR/07/6/A	Coordinate community healthy strategies
HE/OS/CH/CR/08/6/A	Manage gender, orphans and vulnerable groups

BASIC UNITS OF COMPETENCY

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: HE/OS/CH/BC/01/6/A

UNIT DESCRIPTION

This unit covers the competencies required in meeting communication needs of clients and colleagues; developing, establishing, maintaining communication pathways and strategies. It also covers competencies for conducting interview, facilitating group discussion and representing the organization in various forums.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Meet communication needs of clients and colleagues	1.1 Specific communication needs of clients and colleagues are identified and met 1.2 Different approaches are used to meet communication needs of clients and colleagues 1.3 Conflict is addressed promptly and in a timely way and in a manner, which does not compromise the standing of the organization
2. Develop communication strategies	2.1 Strategies for effective internal and external dissemination of information are developed to meet the organization's requirements 2.2 Special communication needs are considered in developing strategies to avoid discrimination in the workplace 2.3 Communication <i>strategies</i> are analyzed, evaluated and revised where necessary to make sure they are effective
3. Establish and maintain communication pathways	3.1 Pathways of communication are established to meet requirements of organization and workforce 3.2 Pathways are maintained and reviewed to ensure personnel are informed of relevant information
4. Promote use of communication strategies	4.1 Information is provided to all areas of the organization to facilitate implementation of the strategy 4.2 Effective communication techniques are articulated

	<p>and modelled to the workforce</p> <p>4.3 Personnel are given guidance about adapting communication strategies to suit a range of contexts</p>
5. Conduct interview	<p>5.1 A range of appropriate communication strategies are employed in <i>interview situations</i></p> <p>5.2 Records of interviews are made and maintained in accordance with organizational procedures</p> <p>5.3 Effective questioning, listening and nonverbal communication techniques are used to ensure that required message is communicated</p>
6. Facilitate group discussion	<p>6.1 Mechanisms which enhance <i>effective group interaction</i> is defined and implemented</p> <p>6.2 Strategies which encourage all group members to participate are used routinely</p> <p>6.3 Objectives and agenda for meetings and discussions are routinely set and followed</p> <p>6.4 Relevant information is provided to group to facilitate outcomes</p> <p>6.5 Evaluation of group communication strategies is undertaken to promote participation of all parties</p> <p>6.6 Specific communication needs of individuals are identified and addressed</p>
7. Represent the organization	<p>7.1 When participating in internal or external forums, presentation is relevant, appropriately researched and presented in a manner to promote the organization</p> <p>7.2 Presentation is clear and sequential and delivered within a predetermined time</p> <p>7.3 Appropriate media is utilized to enhance presentation</p> <p>7.4 Differences in views are respected</p> <p>7.5 Written communication is consistent with organizational standards</p> <p>7.6 Inquiries are responded in a manner consistent with organizational standard</p>

RANGE

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

Variable	Range
Communication strategies may include but not limited to:	<ul style="list-style-type: none">• Language switch• Comprehension check• Repetition• Asking confirmation• Paraphrase• Clarification request• Translation• Restructuring• Approximation• Generalization
Effective group interaction may include but not limited to:	<ul style="list-style-type: none">• Identifying and evaluating what is occurring within an interaction in a nonjudgmental way• Using active listening• Making decision about appropriate words, behavior• Putting together response which is culturally appropriate• Expressing an individual perspective• Expressing own philosophy, ideology and background and exploring impact with relevance to communication
Situations may include but not limited to:	<ul style="list-style-type: none">• Establishing rapport• Eliciting facts and information• Facilitating resolution of issues• Developing action plans• Diffusing potentially difficult situations

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Effective communication

- Active listening
- Giving/receiving feedback
- Interpretation of information
- Role boundaries setting
- Negotiation
- Establishing empathy
- Openness and flexibility in communication
- Communication skills required to fulfill job roles as specified by the organization
- Writing communications strategy
- Applying key elements of communications strategy

Required Knowledge

The individual needs to demonstrate knowledge of:

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

1. Critical aspects of Competency	<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 complex oral information</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Access to relevant workplace or appropriately simulated environment where assessment can take</p>

	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/Demonstration with Oral Questioning 3.2 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE NUMERACY SKILLS

UNIT CODE: HE/OS/CH/BC/02/6/A

UNIT DESCRIPTION

This unit describes the competencies required by a worker in order to apply a wide range of mathematical calculations for work; apply ratios, rates and proportions to solve problems; estimate, measure and calculate measurement for work; Use detailed maps to plan travel routes for work; Use geometry to draw and construct 2D and 3D shapes for work; Collect, organize and interpret statistical data; Use routine formula and algebraic expressions for work and use common functions of a scientific calculator

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Apply a wide range of mathematical calculations for work	1. 1 Mathematical information embedded in a range of workplace tasks and texts is extracted 1. 2 Mathematical information is interpreted and comprehended 1. 3 A range of mathematical and problem-solving processes are select and used 1. 4 Different forms of fractions, decimals and percentages are flexibly used 1. 5 Calculation performed with positive and negative numbers 1. 6 Numbers are expressed as powers and roots and are used in calculations 1. 7 Calculations done using routine formulas 1. 8 Estimation and assessment processes are used to check outcome 1. 9 Mathematical language is used to discuss and explain the processes, results and implications

	of the task
2. Use and apply ratios, rates and proportions for work	<p>2.1 Information regarding ratios, rates and proportions extracted from a range of workplace tasks and texts</p> <p>2.2 Mathematical information related to ratios, rate and proportions is analyzed</p> <p>2.3 Problem solving processes are used to undertake the task</p> <p>2.4 Equivalent ratios and rates are simplified</p> <p>2.5 Quantities are calculated using ratios, rates and proportions</p> <p>2.6 Graphs, charts or tables are constructed to represent ratios, rates and proportions</p> <p>2.7 The outcomes reviewed and checked</p> <p>2.8 Information is record using mathematical language and symbols</p>
3. Estimate, measure and calculate measurement for work	<p>3.1 Measurement information embedded in workplace texts and tasks are extracted and interpreted</p> <p>3.2 Appropriate workplace measuring equipment are identified and selected</p> <p>3.3 Accurate measurements are estimate and made</p> <p>3.4 The area of 2D shapes including compound shapes are calculated</p> <p>3.5 The volume of 3D shapes is calculated using relevant formulas</p> <p>3.6 Sides of right-angled triangles are calculated using Pythagoras' theorem</p> <p>3.7 Conversions are performed between units of measurement</p>

	<p>3.8 Problem solving processes are used to undertake the task</p> <p>3.9 The measurement outcomes are reviewed and checked</p> <p>3.10 Information is recorded using mathematical language and symbols appropriate for the task</p>
<p>4. Use detailed maps to plan travel routes for work</p>	<p>4.1 Different types of maps are identified and interpreted</p> <p>4.2 Key features of maps are identified</p> <p>4.3 Scales are identified and interpreted</p> <p>4.4 Scales are applied to calculate actual distances Positions or locations are determined using directional information</p> <p>4.5 Routes are planned by determining directions and calculating distances, speeds and times</p> <p>4.6 Information is gathered and identified, and relevant factors related to planning a route checked</p> <p>4.7 Relevant equipment is select and checked for accuracy and operational effectiveness</p> <p>4.8 Task is planned and recorded using specialized mathematical language and symbols appropriate for the task</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</p> <p>5.2 Features of 2D and 3D shapes are named and described</p> <p>5.3 Types of angles in 2D and 3D shapes are identified</p> <p>5.4 Angles are drawn, estimated and measured</p>

	<p>using geometric instruments</p> <p>5.5 Angle properties of 2D shapes are named and identified</p> <p>5.6 Angle properties are used to evaluate unknown angles in shapes</p> <p>5.7 Properties of perpendicular and parallel lines are applied to shapes</p> <p>5.8 Understanding and use of symmetry is demonstrated</p> <p>5.9 Understanding and use of similarity is demonstrated</p> <p>5.10 The workplace tasks and mathematical processes required are identified</p> <p>5.11 2D shapes is drawn for work</p> <p>5.12 3D shapes is constructed for work</p> <p>5.13 The outcomes are reviewed and checked</p> <p>5.14 Specialized mathematical language and symbols appropriate for the task are used</p>
<p>6. Collect, organize, and interpret statistical data for work</p>	<p>6.1 Workplace issue requiring investigation are identified</p> <p>6.2 Audience / population / sample unit is determined</p> <p>6.3 Data to be collected is identified</p> <p>6.4 Data collection method is selected</p> <p>6.5 Appropriate statistical data is collected and organized</p> <p>6.6 Data is illustrated in appropriate formats</p> <p>6.7 The effectiveness of different types of graphs are compared</p> <p>6.8 The summary statistics for collected data is</p>

	<p>calculated</p> <p>6.9 The results / findings are interpreted</p> <p>6.10 Data is checked to ensure that it meets the expected results and content</p> <p>6.11 Information from the results including tables, graphs and summary statistics is extracted and interpreted</p> <p>6.12 Mathematical language and symbols are used to report results of investigation</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</p> <p>7.2 Simple algebraic expressions and equations are developed</p> <p>7.3 Operate on algebraic expressions</p> <p>7.4 Algebraic expressions are simplified</p> <p>7.5 Substitution into simple routine equations is done</p> <p>7.6 Routine formulas used for work tasks are identified and comprehended</p> <p>7.7 Routine formulas are evaluated by substitution</p> <p>7.8 Routine formulas transposed</p> <p>7.9 Appropriate formulas are identified and used for work related tasks</p> <p>7.10 Outcomes are checked and result of calculation used</p>
8. Use common functions of a scientific calculator for work	<p>8.1 Required numerical information to perform tasks is located</p> <p>8.2 The order of operations and function keys necessary to solve mathematical calculation are</p>

	<p>determined</p> <p>8.3 Function keys on a scientific calculator are identified and used</p> <p>8.4 Estimations are referred to check reasonableness of problem-solving process</p> <p>8.5 Appropriate mathematical language, symbols and conventions are used to report results</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
Geometry may include but not limited to:	<ul style="list-style-type: none"> • Scale drawing • Triangles • Simple solid • Round • Square • Rectangular • Triangle • Sphere • Cylinder • Cube • Polygons • Cuboids

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required knowledge

The individual needs to demonstrate knowledge of:

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

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: 1.1 Performed calculations with positive and negative numbers 1.2 Used numbers expressed as powers and roots in calculations 1.3 Simplified ratios and rates 1.4 Constructed graphs, charts or tables to represent ratios, rates and proportions 1.5 Calculate the volume of 3D shapes using relevant formulas 1.6 Calculated sides of right-angle triangles using Pythagoras' theorem 1.7 Applied scales in calculation of actual distances 1.8 Planned routes by determining directions, distance calculation, speeds and time. 1.9 Identified types of angles in 2D and 3D shapes 1.10 Used angle properties in evaluating unknown angles 1.11 Applied properties of perpendicular and parallel lines in shapes construction. 1.12 Collected and organized appropriate statistical data 1.13 Collected and organized appropriate statistical data 1.14 Identified and used appropriate formulas for work related tasks
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	1.15 Identified and used function keys on a scientific calculator
2. Resource Implications	The following resources should be provided: 2.2 Access to relevant workplace or appropriately simulated environment where assessment can take place 2.3 Materials relevant to the proposed activity or tasks
3. Methods of Assessment	Competency in this unit may be assessed through: 3.3 Direct Observation 3.4 Demonstration with Oral Questioning 3.5 Written Examination
4. Context of Assessment	Competency may be assessed individually in the actual workplace or through accredited institution
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE DIGITAL LITERACY

UNIT CODE: HE/OS/CH/BC/03/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

	undertaken in accordance with laws governing protection of ICT
3. Apply computer software in solving tasks	<p>3.1 Word processing concepts are applied in resolving workplace tasks, report writing and documentation</p> <p>3.2 Word processing utilities are applied in accordance with workplace procedures</p> <p>3.3 Worksheet layout is prepared in accordance with work 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 Network configuration is determined in accordance with office operations procedures</p> <p>4.4 Official World Wide Web is installed and managed according to workplace procedures</p>
5. Apply Desktop publishing in official assignments	<p>5.1 Desktop publishing functions and tools are identified in accordance with manufactures specifications</p> <p>5.2 Desktop publishing tools are developed in accordance with work requirements</p> <p>5.3 Desktop publishing tools are applied in accordance with workplace requirements</p> <p>5.4 Typeset work is enhanced in accordance with workplace standards</p>

6. Prepare presentation packages	6.1 Types of presentation packages are identified in accordance with office requirements 6.2 Slides are created and formulated in accordance with workplace procedures 6.3 Slides are edited and run in accordance with work procedures 6.4 Slides and handouts are printed according to work requirements
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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
Appropriate computer software may include but not limited to:	<ul style="list-style-type: none"> • A collection of instructions or computer tools that enable the user to interact with a <i>computer</i>, its hardware, or perform tasks.
Appropriate computer hardware may include but not limited to:	Collection of physical parts of a computer system such as; <ul style="list-style-type: none"> • Computer case, monitor, keyboard, and mouse • All the parts inside the computer case, such as the hard disk drive, motherboard and video card
Data security and privacy may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality of data • Cloud computing • Integrity -but-curious data surfing
Security and control measures may include but not limited to:	<ul style="list-style-type: none"> • Counter measures against cyber terrorism • Risk reduction • Cyber threat issues • Risk management • Pass-wording
Security threats may include but not limited to:	<ul style="list-style-type: none"> • Cyber terrorism • Hacking
Word processing concepts may include but not limited to:	<ul style="list-style-type: none"> • Using a special program to create, edit and print documents
Network configuration may include but not limited to:	<ul style="list-style-type: none"> • Organizing and maintaining information on the components of a computer network

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Software concept
- Functions of computer software and hardware
- Data security and privacy
- Computer security threats and control measures
- Technology underlying cyber-attacks and networks
- Cyber terrorism
- Computer crimes
- Detection and protection of computer crimes
- Laws governing protection of ICT
- Word processing;
 - ✓ Functions and concepts of word processing.
 - ✓ Documents and tables creation and manipulations
 - ✓ Mail merging
 - ✓ Word processing utilities
- Spread sheets;
 - ✓ Meaning, formulae, function and charts, uses and layout
 - ✓ Data formulation, manipulation and application to cells
 - ✓
- Database;
 - ✓ Database design, data manipulation, sorting, indexing, storage retrieval and security

- Desktop publishing;
 - ✓ Designing and developing desktop publishing tools
 - ✓ Manipulation of desktop publishing tools
 - ✓ Enhancement of typeset work and printing documents
- Presentation Packages;
 - ✓ Types of presentation Packages
 - ✓ Creating, formulating, running, editing, printing and presenting slides and handouts
- Networking and Internet;
 - ✓ Computer networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and integrate emerging trends and issues in ICT
 - ✓ Challenges posed by emerging trends and issues

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Identified and controlled security threats 1.2 Detected and protected computer crimes 1.3 Applied word processing in office tasks 1.4 Designed, prepared work sheet and applied data to the cells in accordance to workplace procedures 1.5 Opened electronic mail for office communication as per workplace procedure 1.6 Installed internet and World Wide Web for office tasks in accordance with office procedures 1.7 Integrated emerging issues in computer ICT applications 1.8 Applied laws governing protection of ICT
2. Resource Implications	<ul style="list-style-type: none"> 2.1 Tablets 2.2 Laptops and 2.3 Desktop PCs 2.4 Desktop computer 2.5 Lap top 2.6 Calculator 2.7 Internet 2.8 Smart phone

	2.9 Operations Manuals
3. Methods of Assessment	Competency may be assessed through: 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration
4. Context of Assessment	Competency may be assessed in an off and on the job setting
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE UNDERSTANDING OF ENTREPRENEURSHIP

UNIT CODE: HE/OS/CH/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. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate understanding of an Entrepreneur	<ul style="list-style-type: none">1.1 Entrepreneurs and Business persons are distinguished as per <i>principles of entrepreneurship</i>1.2 <i>Types of entrepreneurs</i> are identified as per principles of entrepreneurship1.3 Ways of becoming an Entrepreneur are identified as per principles of Entrepreneurship1.4 <i>Characteristics of Entrepreneurs</i> are identified as per principles of Entrepreneurship1.5 Factors affecting Entrepreneurship development are explored as per principles of Entrepreneurship
2. Demonstrate understanding of Entrepreneurship and self-employment	<ul style="list-style-type: none">2.1 Entrepreneurship and self-employment are distinguished as per principles of entrepreneurship2.2 Importance of self-employment is analysed based on business procedures and strategies2.3 <i>Requirements for entry into self-employment</i> are identified according to business procedures and strategies2.4 Role of an Entrepreneur in business is determined according to business

	<p>procedures and strategies</p> <p>2.5 Contributions of Entrepreneurs to National development are identified as per business 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 business environment 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 Forms of businesses 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 Governing policies 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 Internal and external motivation 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 motivational theories</p>
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 Innovative business strategies 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>
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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 but not limited to:	1.1 Innovators 1.2 Imitators 1.3 Craft 1.4 Opportunistic 1.5 Speculators
2. Principles of Entrepreneurship but not limited to:	2.1 Visionary 2.2 Solution provider 2.3 Accountability 2.4 Growth and marketing 2.5 Resilient 2.6 Tenacious

<p>3. Characteristics of Entrepreneurs include but not limited to:</p>	<p>3.1 Creative 3.2 Innovative 3.3 Planner 3.4 Risk taker 3.5 Networker 3.6 Confident 3.7 Flexible 3.8 Persistent 3.9 Patient 3.10 Independent 3.11 Future oriented 3.12 Goal oriented</p>
<p>4. Requirements for entry into self-employment</p>	<p>4.1 Technical skills 4.2 Management skills 4.3 Entrepreneurial skills 4.4 Resources 4.5 Infrastructure</p>
<p>5. Internal motivation includes but not limited to:</p>	<p>5.1 Interest 5.2 Passion 5.3 Freedom 5.4 Prestige</p>
<p>6. Business environment includes but not limited to:</p>	<p>6.1 External 6.2 Internal 6.3 Intermediate</p>
<p>7. Forms of businesses includes but not limited to:</p>	<p>7.1 Sole proprietorship 7.2 Partnership 7.3 Limited companies 7.4 Cooperatives</p>
<p>8. Governing policies includes but not limited to:</p>	<p>8.1 Increasing scope for finance 8.2 Promoting cooperation between entrepreneurs and private sector</p>

	<p>8.3 Reducing regulatory burden on entrepreneurs</p> <p>8.4 Developing IT tools for entrepreneurs</p>
<p>9. External motivation includes but not limited to:</p>	<p>9.1 Rewards</p> <p>9.2 Punishment</p> <p>9.3 Enabling environment</p> <p>9.4 Government policies</p>
<p>10. Entrepreneurial orientation includes but not limited to:</p>	<p>10.1 Passion</p> <p>10.2 Interest</p> <p>10.3 Hobbies</p> <p>10.4 Skills</p>
<p>11. Innovative business strategies include but not limited to:</p>	<p>11.1 New products</p> <p>11.2 New methods of production</p> <p>11.3 New markets</p> <p>11.4 New sources of supplies</p> <p>11.5 Change in industrialization</p>
<p>12. Communication principles include but not limited to:</p>	<p>12.1 Feed back</p> <p>12.2 Attention</p> <p>12.3 Clarity</p> <p>12.4 Timeliness</p> <p>12.5 Adequacy</p> <p>12.6 Consistency</p> <p>12.7 Informality</p>
<p>13. Motivational theories include but not limited to:</p>	<p>13.1 Marslows theory</p> <p>13.2 McClelland theory</p>

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Entrepreneurial competencies
 - ✓ Decision making
 - ✓ Business communication
 - ✓ Change management
 - ✓ Coping with competition
 - ✓ Risk taking
 - ✓ 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
- Concepts of change management
- Relevant developments in other industries
- Regional/ County business expansion strategies
- Innovation in business

EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Distinguished entrepreneurs and business persons correctly 1.2 Identified ways of becoming an entrepreneur appropriately 1.3 Explored factors affecting entrepreneurship development appropriately 1.4 Analysed importance of self-employment accurately 1.5 Identified requirements for entry into self-employment correctly 1.6 Identified sources of business ideas correctly 1.7 Generated Business ideas and opportunities correctly 1.8 Analysed business life cycle accurately 1.9 Identified legal aspects of business correctly 1.10 Assessed product demand accurately 1.11 Determined Internal and external motivation
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	<p>factors appropriately</p> <p>1.12 Carried out communications effectively</p> <p>1.13 Identified sources of business finance correctly</p> <p>1.14 Determined Governing policy on small scale enterprise appropriately</p> <p>1.15 Explored problems of starting and operating SSEs effectively</p> <p>1.16 Developed Marketing, Organizational/Management, Production/Operation and Financial plans correctly</p> <p>1.17 Prepared executive summary correctly</p> <p>1.18 Determined business innovative strategies appropriately</p> <p>1.19 Presented business plan effectively</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Check list</p> <p>2.2 Research tools (Questionnaire, interview guide, observation schedule)</p> <p>2.3 Materials, tools, equipment and machines relevant</p>
3. Methods of Assessment	<p>3.1 Written tests</p> <p>3.2 Observation</p> <p>3.3 Oral questions</p> <p>3.4 Third party report</p> <p>3.5 Interviews</p> <p>3.6 Case problems</p> <p>3.7 Portfolio</p>
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE EMPLOYABILITY SKILLS

UNIT CODE: HE/OS/CH/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

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

	<p>2.3 Speaking, reading and writing is demonstrated as per communication policy</p> <p>2.4 Negotiation skills are demonstrated as per communication policy</p> <p>2.5 Empathizing is demonstrated as per the communication policy</p> <p>2.6 Numeracy is applied as per the communication policy</p> <p>2.7 Internal and external customers' needs are identified and interpreted as per the communication policy</p> <p>2.8 Persuasion is demonstrated as per the communication policy</p> <p>2.9 Communication networks are established as per the SOPs</p> <p>2.10 Information is shared as per communication structure</p>
<p>3. Demonstrate critical safe work habits</p>	<p>3.1 Stress is managed in accordance with workplace procedures.</p> <p>3.2 Punctuality and time consciousness are 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 Resources are utilized in accordance with workplace policy.</p> <p>3.5 Work priorities are set in accordance to workplace procedures.</p> <p>3.6 Leisure time is recognized in line with organization policy.</p> <p>3.7 Abstinence from drug and substance abuse is observed as per workplace policy.</p> <p>3.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>3.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>3.10 Emerging issues are dealt with in accordance with organization policy.</p>
<p>4. Lead a workplace team</p>	<p>4.1 Performance expectations for the team are set</p> <p>4.2 Duties and responsibilities are assigned in accordance with the organization policy.</p> <p>4.3 Team parameters and relationships are identified according to set rules and regulations.</p> <p>4.4 Forms of communication in a team are established according to office policy.</p>

	<p>4.5 Communication is carried out as per workplace place policy and requirements of the job.</p> <p>4.6 Team performance is supervised</p> <p>4.7 Feedback on performance is collected and analyzed based on established team learning process</p> <p>4.8 Conflicts are resolved between team members in line with organization rules and regulations.</p> <p>4.9 Gender mainstreaming is undertaken in accordance with set regulations.</p> <p>4.10 Human rights are adhered to in accordance with existing protocol.</p> <p>4.11 Healthy relationships are developed and maintained for harmonious co-existence in line with workplace.</p>
<p>5. Plan and organize work</p>	<p>5.1 Task requirements are identified as per the workplace objectives</p> <p>5.2 Task is interpreted in accordance with safety (OHS), environmental requirements and quality requirements</p> <p>5.3 Work activity is organized with other involved personnel as per the SOPs</p> <p>5.4 Resources are mobilized, allocated and utilized to meet project goals and deliverables.</p> <p>5.5 Work activities are monitored and evaluated in line with organization procedures.</p> <p>5.6 Job planning is documented in accordance with workplace requirements.</p> <p>5.7 Planning and organizing of work activities is reviewed as per the workplace requirements</p> <p>5.8 Time is managed achieve workplace set goals and objectives.</p>
<p>6. Maintain professional growth and development</p>	<p>6.1 Personal training needs are identified and assessed in line with the requirements of the job.</p> <p>6.2 Training and career opportunities are identified and availed based on job requirements.</p> <p>6.3 Resources for training are mobilized and allocated based organizations skills needs.</p> <p>6.4 Licensees and certifications relevant to job and career are obtained and renewed.</p> <p>6.5 Personal growth is pursued towards improving the qualifications set for the profession.</p> <p>6.6 Work priorities and commitments are managed based on</p>

	<p>requirement of the job and workplace policy.</p> <p>6.7 Recognitions are sought as proof of career advancement in line with professional requirements.</p>
7. Demonstrate workplace learning	<p>7.1 Own learning is managed as per workplace policy.</p> <p>7.2 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>7.3 Contribution to the learning community at the workplace is carried out.</p> <p>7.4 Range of media for learning are established as per the training need</p> <p>7.5 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>7.6 Enthusiasm for ongoing learning is demonstrated</p> <p>7.7 Time and effort are invested in learning new skills-based job requirements</p> <p>7.8 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>7.9 Awareness of Occupational Health and Safety procedures are demonstrated in use of technology in the workplace.</p> <p>7.10 Initiative is taken to create more effective and efficient processes and procedures in line with workplace policy.</p> <p>7.11 New systems are developed and maintained in accordance with the requirements of the job.</p> <p>7.12 Opportunities that are not obvious are identified and exploited in line with organization objectives.</p> <p>7.13 Opportunities for performance improvement are identified proactively in area of work.</p> <p>7.14 Awareness of personal role in workplace innovation is demonstrated.</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.</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>

	8.5 Problems are analyzed and assumptions tested as per the context of data and circumstances
9. Manage workplace ethics	9.1 Policies and guidelines are observed as per the workplace requirements 9.2 Self-worth and profession are exercised in line with personal goals and organizational policies 9.3 Code of conduct is observed as per the workplace requirements 9.4 Personal and professional integrity is demonstrated as per the personal goals 9.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements

RANGE

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

Range	Variable
<i>Drug and substance abuse</i> include but not limited to:	Commonly abused <ul style="list-style-type: none"> • Alcohol • Tobacco • Miraa • Over-the-counter drugs • Cocaine • Bhang • Glue
<i>Feedback</i> includes but not limited to:	<ul style="list-style-type: none"> • Verbal • Written • Informal • Formal
<i>Relationships</i> includes but not limited to:	<ul style="list-style-type: none"> • Man/Woman • Trainer/trainee • Employee/employer • Client/service provider • Husband/wife • Boy/girl • Parent/child • Sibling relationships

Forms of communication include but not limited to:	<ul style="list-style-type: none"> • Written • Visual • Verbal • Nonverbal • Formal and informal
Team includes but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
Personal growth includes but not limited to:	<ul style="list-style-type: none"> • Growth in the job • Career mobility • Gains and exposure the job gives • Net workings • Benefits that accrue to the individual as a result of noteworthy performance
Personal objectives include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific
Trainings and career opportunities includes but not limited to	<ul style="list-style-type: none"> • Participation in training programs <ul style="list-style-type: none"> ○ Technical ○ Supervisory ○ Managerial ○ Continuing Education • Serving as Resource Persons in conferences and workshops
Resource include but not limited to:	<ul style="list-style-type: none"> • Human • Financial • Technology <ul style="list-style-type: none"> ○ Hardware ○ Software
Innovation include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
Emerging issues include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media

	<ul style="list-style-type: none"> • National cohesion • Open offices
<p><i>Range of media for learning</i> include but not limited to:</p>	<ul style="list-style-type: none"> • Mentoring • peer support and networking • IT and courses

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Work values and ethics
- Company policies
- Company operations, procedures and standards
- Occupational Health and safety procedures
- Fundamental rights at work
- Personal hygiene practices
- Workplace communication
- Concept of time

- Time management
- Decision making
- Types of resources
- Work planning
- Resources and allocating resources
- Organizing work
- Monitoring and evaluation
- Record keeping
- Workplace problems and how to deal with them
- Negotiation
- Assertiveness
- Teamwork
- Gender mainstreaming
- HIV and AIDS
- Drug and substance abuse
- Leadership
- Safe work habits
- Professional growth and development
- Technology in the workplace
- Learning
- Creativity
- Innovation
- Emerging issues
 - Social media
 - Terrorism
 - National cohesion

EVIDENCE GUIDE

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

1. Critical aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Conducted self-management 1.2 Demonstrated interpersonal communication 1.3 Demonstrated critical safe work habits 1.4 Demonstrated the ability to lead a workplace team 1.5 Planned and organized work 1.6 Maintained professional growth and development
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	<p>1.7 Demonstrated workplace learning</p> <p>1.8 Demonstrated problem solving skills</p> <p>1.9 Demonstrated the ability to manage ethical performance</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Case studies/scenarios</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> • Oral Interview • Observation • Third Party Reports • Written
4. Context of Assessment	<p>4.1 Competency may be assessed in workplace or in a simulated workplace setting</p> <p>4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: HE/OS/CH/BC/06/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Control environmental hazard	1.1 <i>Storage methods</i> for environmentally hazardous materials are strictly followed according to environmental regulations and OSHS. 1.2 <i>Disposal methods</i> of hazardous wastes are followed at all times according to environmental regulations and OSHS. 1.3 <i>PPE</i> is used according to OSHS.
2. Control environmental Pollution control	2.1 Environmental pollution <i>control measures</i> are compiled following standard protocol. 2.2 Procedures for solid waste management are observed according Environmental Management and Coordination Act 1999 2.3 Methods for minimizing <i>noise pollution</i> complied following environmental regulations.
3. Demonstrate sustainable resource use	3.1 Methods for minimizing wastage are complied with. 3.2 Waste management procedures are employed following principles of 3Rs (Reduce, Reuse, Recycle) 3.3 Methods for economizing or reducing resource consumption are practiced.
4. Evaluate current practices in relation to resource usage	4.1 Information on resource efficiency systems and procedures are collected and provided to the work group where appropriate.

	<p>4.2 Current resource usage is measured and recorded by members of the work group.</p> <p>4.3 Current purchasing strategies are analyzed and recorded according to industry procedures.</p> <p>4.4 Current work processes to access information and data is analyzed following enterprise protocol.</p>
5. Identify Environmental legislations/conventions for environmental concerns	<p>5.1 Environmental 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 concerned/proper authorities</p>
8. Analyze resource use	<p>8.1. All resource consuming processes are Identified</p> <p>8.2. Quantity and nature of Resource consumed is determined</p> <p>8.3. Resource flow is analyzed through different parts of</p>

	the process. 8.4. Wastes are classified for possible source of resources.
9. Develop resource Conservation plans	9.1. Efficiency of use/conversion of resources is determined following industry protocol. 9.2. Causes of low efficiency of use of resources are determined based on industry protocol. 9.3. Plans for increasing the efficiency of resource use are developed based on findings.

RANGE

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

Variable	Range
<i>PPE</i> May include but are not limited to	1.1 Mask 1.2 Gloves 1.3 Goggles 1.4 Safety hat 1.5 Overall 1.6 Hearing protector
<i>Environmental pollution control measures</i> may include but are not limited to:	2.1 Methods for minimizing or stopping spread and ingestion of airborne particles 2.2 Methods for minimizing or stopping spread and ingestion of gases and fumes 2.4 Methods for minimizing or stopping spread and ingestion of liquid wastes
<i>Wastes</i> may include but are not limited to:	3.1 Unnecessary waste 3.2 Necessary waste
<i>Waste management Procedures</i> may include but are not limited to:	4.1 Sorting 4.2 Storing of items 4.2 Recycling of items 4.3 Disposal of items
<i>Resources</i> may include but are not limited to:	5.1 Electric 5.2 Water 5.3 Fuel 5.4 Telecommunications 5.5 Supplies 5.6 Materials

<i>Workplace environmental hazards</i> may include but are not limited to:	6.1 Biological hazards 6.2 Chemical and dust hazards 6.3 Physical hazards
<i>Organizational systems and procedures</i> may include but are not limited to:	7.1 Supply chain, procurement and purchasing 7.2 Quality assurance 7.3 Making recommendations and seeking approvals
<i>Legislations/Conventions</i> may include but are not limited to:	8.1 EMCA 1999 8.2 Montreal Protocol 8.3 Kyoto Protocol
<i>Environmental aspects/impacts</i> may include but are not limited to:	9.1 Air pollution 9.2 Water pollution 9.3 Noise pollution 9.4 Solid waste 9.5 Flood control 9.6 Deforestation/Denudation 9.7 Radiation/Nuclear /Radio Frequency/ Microwaves 9.8 Situation 9.9 Soil erosion (e.g. Quarrying, Mining, etc.) 9.10 Coral reef/marine life protection
<i>Industrial standards / Environmental practices</i> may include but are not limited to:	10.1 ISO standards 10.2 Company environmental management systems (EMS)
<i>Periodic</i> may include but are not limited to:	11.1 hourly 11.2 daily 11.3 weekly 11.4 monthly 11.5 quarterly 11.6 yearly
<i>Programs/Activities</i> may include but are not limited to:	12.1 Waste disposal (on-site and off-site) 12.2 Repair and maintenance of equipment 12.3 Treatment and disposal operations 12.4 Clean-up activities 12.5 Laboratory and analytical test 12.6 Monitoring and evaluation 12.7 Environmental advocacy programs

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- Following storage methods of environmentally hazardous materials
- Following disposal methods of hazardous wastes
- Using PPE
- Practicing OSHS
- Complying environmental pollution control
- Observing solid waste management
- Complying methods of minimizing noise Pollution
- Complying methods of minimizing wastage
- Employing waste management procedures
- Economizing resource consumption
- Listing of resources used
- Measuring current usage of resources
- Identifying and reporting workplace environmental hazards
- Conveying all environmental issues
- Following environmental regulations
- Identifying environmental regulations
- Assessing procedures for assessing compliance
- Collecting information on environmental and resource efficiency systems and procedures, and Providing information to the work group
- Measuring and recording current resource usage
- Analysing and recording current purchasing strategies.
- Analysing current work processes to access information and data and Assisting identifying areas for improvement
- Analysing resource flow
- Determining efficiency of use/conversion of resources
- Determining causes of low efficiency of use
- Developing plans for increasing the efficiency of resource use
- Checking resource use plans
- Complying to regulations/licensing requirements
- Determining benefit/cost of plans
- Ranking proposals based on benefit/cost compared to limited resources
- Checking proposals meet regulatory requirements
- Monitoring implementation
- Making adjustments to plan and implementation

- Checking new resource usage

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Methods of minimizing wstage
- Waste management procedures
- Economizing of resource consumption
- Principle of 3Rs
- Types of resources
- Techniques in measuring current usage of resources
- Calculating current usage of resources
- Types of workplace environmental hazards
- Environmental regulations
- Environmental regulations applying to the enterprise.
- Procedures for assessing compliance with environmental regulations.
- Collection of information on environmental and resource efficiency systems and procedures,
- Measurement and recording of current resource usage
- Analysis and recording of current purchasing strategies.
- Analysis current work processes to access information and data Analysis of data and information
- Identification of areas for improvement
- Resource consuming processes
- Determination of quantity and nature of resource consumed
- Analysis of resource flow of different parts of the resource flow process
- Use/conversion of resources
- Causes of low efficiency of use
- Increasing the efficiency of resource use
- Inspection of resource use plans

- Regulations/licensing requirements
- Determine benefit/cost for alternative resource sources
- Benefit/costs for different alternatives
- Components of proposals
- Criteria on ranking proposals
- Regulatory requirements
- Proposals for improving resource efficiency
- Implementation of resource efficiency plans
- Procedures in monitor implementation
- Adjustments of implementation plan
- Inspection of new resource usage

EVIDENCE GUIDE

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

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Controlled environmental hazard 1.2 Controlled environmental pollution 1.3 Demonstrated sustainable resource use 1.4 Evaluated current practices in relation to resource usage 1.5 Demonstrated knowledge of environmental legislations and local ordinances according to the different environmental issues /concerns. 1.6 Described industrial standard environmental practices according to the different environmental issues/concerns. 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
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workplace with storage facilities 2.2 Tools, materials and equipment relevant to the tasks (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 Demonstration 3.2 Oral questioning 3.3 Written examination 3.4 Interview/Third Party Reports 3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.6 Simulations and role-play
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HE/OS/CH/BC/07/6/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function.	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify workplace hazards and risk	1.1 <i>Hazards</i> in the workplace and/or its <i>indicators</i> of its presence, are identified 1.2 <i>Evaluation and/or work environment</i> measurements of OSH hazards/risk existing in the workplace is conducted by Authorized personnel or agency 1.3 <i>OSH issues and/or concerns</i> raised by workers are Gathered
2. Identify and implement appropriate control measures	2.1 Prevention <i>and control measures</i> , including use of <i>safety gears / PPE (personal protective equipment)</i> for specific hazards identified and implemented 2.2 <i>Appropriate risk controls</i> based on result of OSH hazard evaluation is recommended. 2.3 <i>Contingency measures</i> , including <i>emergency procedures</i> during workplace <i>incidents and emergencies</i> are recognized and established in accordance with organization procedures.
3. Implement OSH programs, procedures and policies/ guidelines	3.1 Information to work team about company OSH program, procedures and policies/guidelines are provided 3.2 Implementation of OSH procedures and policies/ guidelines are participated 3.3 Team members are trained and advised on OSH standards and procedures 3.4 Procedures for maintaining <i>OSH-related records</i> are

	implemented
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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. <i>Hazards may include</i> but are not limited to:	1.1. Physical hazards – impact, illumination, pressure, noise, vibration, extreme temperature, radiation 1.2 Biological hazards- bacteria, viruses, plants, parasites, mites, molds, fungi, insects 1.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 1.4 Ergonomics Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles Physiological factors – monotony, personal relationship, work out cycle 1.6 Safety hazards (unsafe workplace condition) – confined space, excavations, falling objects, gas leaks, electrical, poor storage of materials and waste, spillage, waste and debris 1.7 Unsafe workers’ act (Smoking in off-limited areas, Substance and alcohol abuse at work)
2. <i>Indicators may include</i> but are not limited to:	2.1 Increased of incidents of accidents, injuries 2.2 Increased occurrence of sickness or health complaints/ symptoms 2.3 Common complaints of workers related to OSH 2.4 High absenteeism for work-related reasons
3. <i>Evaluation and/or work environment measurements</i> may include but are not limited to:	3.1 Health Audit 3.2 Safety Audit 3.3 Work Safety and Health Evaluation 3.4 Work Environment Measurements of Physical and Chemical Hazards

<p>4. <i>OSH issues and/or concerns</i> may include but are not limited to:</p>	<p>4.1 Workers' experience/observance on presence of work hazards</p> <p>4.2 Unsafe/unhealthy administrative arrangements (prolonged work hours, no break time, constant overtime, scheduling of tasks)</p> <p>4.3 Reasons for compliance/non-compliance to use of PPEs or other OSH procedures/policies/guidelines</p>
<p>5. <i>Prevention and control measures</i> may include but are not limited to:</p>	<p>5.1 Eliminate the hazard (i.e., get rid of the dangerous machine)</p> <p>5.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>5.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>5.4 Use administrative controls to reduce the risk (i.e. give trainings on how to use equipment safely; OSH-related topics, issue warning signages, rotation/shifting work schedule)</p> <p>5.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine)</p> <p>5.6 Use personal protective equipment</p> <p>5.7 Safety, Health and Work Environment Evaluation</p> <p>5.8 Periodic and/or special medical examinations of workers</p>
<p>6. <i>Safety gears /PPE (Personal Protective Equipment)</i> may include but are not limited to:</p>	<p>6.1 Arm/Hand guard, gloves</p> <p>6.2 Eye protection (goggles, shield)</p> <p>6.3 Hearing protection (earmuffs, ear plugs)</p> <p>6.4 Hair Net/cap/bonnet</p> <p>6.5 Hard hat</p> <p>6.6 Face protection (mask, shield)</p> <p>6.7 Apron/Gown/coverall/jump suit</p> <p>6.8 Anti-static suits</p> <p>6.9 High-visibility reflective vest</p>

<p>7. <i>Appropriate risk controls</i></p>	<p>Appropriate risk controls in order of impact are as follows:</p> <p>7.1 Eliminate the hazard altogether (i.e., get rid of the dangerous machine)</p> <p>7.2 Isolate the hazard from anyone who could be harmed (i.e., keep the machine in a closed room and operate it remotely; barricade an unsafe area off)</p> <p>7.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one)</p> <p>7.4 Use administrative controls to reduce the risk (i.e., train workers how to use equipment safely; train workers about the risks of harassment; issue signage)</p> <p>7.5 Use engineering controls to reduce the risk (i.e., attach guards to the machine to protect users)</p> <p>7.6 Use personal protective equipment (i.e., wear gloves and goggles when using the machine)</p>
<p>8. <i>Contingency measures</i> may include but are not limited to:</p>	<p>8.1 Evacuation</p> <p>8.2 Isolation</p> <p>8.3 Decontamination</p> <p>8.4 (Calling designed) emergency personnel</p>
<p>9. <i>Emergency procedures</i> may include but are not limited to:</p>	<p>9.1 Fire drill</p> <p>9.2 Earthquake drill</p> <p>9.3 Basic life support/CPR</p> <p>9.4 First aid</p> <p>9.5 Spillage control</p> <p>9.6 Decontamination of chemical and toxic</p> <p>9.7 Disaster preparedness/management</p> <p>9.8 se of fire-extinguisher</p>
<p>10. <i>Incidents and emergencies</i> may include but are not limited to:</p>	<p>10.1 Chemical spills</p> <p>10.2 Equipment/vehicle accidents</p> <p>10.3 Explosion</p> <p>10.4 Fire</p> <p>10.5 Gas leak</p> <p>10.6 Injury to personnel</p> <p>10.7 Structural collapse</p> <p>10.8 Toxic and/or flammable vapors emission.</p>
<p>11. <i>OSH-related Records</i> may include but are not limited to:</p>	<p>11.1 Medical/Health records</p> <p>11.2 Incident/accident reports</p> <p>11.3 Sickness notifications/sick leave application</p> <p>11.4 OSH-related trainings obtained</p>

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

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

Required Knowledge

The individual needs to demonstrate knowledge of:

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

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

COMMON UNITS OF COMPETENCY

MONITOR AND EVALUATE COMMUNITY HEALTH PROGRAMMES

UNIT CODE: HE/OS/CH/CC/01/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to monitor and evaluate community health programmes. It involves preparing for and carrying out project monitoring and evaluation activities. It also entails documenting project monitoring and evaluation findings.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare for project monitoring and evaluation	1.1 Monitoring and evaluation plan is developed according to monitoring and evaluation procedures 1.2 Schedules are prepared based on project requirements and M&E procedures 1.3 Familiarization with project activities is undertaken as per monitoring and evaluation requirements 1.4 Expected project outcomes are determined based on health project activities 1.5 <i>Monitoring and evaluation tools</i> are determined and developed based on project activities 1.6 <i>M&E methods</i> are determined in accordance with M&E procedures
2. Carry out project monitoring and evaluation	2.1 <i>M&E resources</i> are allocated according to M&E procedures 2.2 Monitoring and evaluation tools are assembled and distributed according to M&E plan and requirements 2.3 Project data is collected according to M&E procedures and schedules 2.4 Collected data is collated and analyzed based on data analysis standard procedures
3. Document project monitoring and evaluation findings	3.1 Expected <i>project outcomes</i> is compared with project monitoring and evaluation findings based on M&E procedures 3.2 Project monitoring and evaluation report is prepared based on M&E findings

	3.3 M&E report findings is shared based on relevant procedures
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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
Monitoring and evaluation tools may include but are not limited to:	<ul style="list-style-type: none"> • Stationary • Computer • Questionnaires • Relevant software • Tablets/phones • Observation checklist
M&E methods may include but are not limited to:	<ul style="list-style-type: none"> • Theory-based evaluation • Participatory methods • Impact evaluation • Formal surveys • Performance indicators
M&E resources may include but are not limited to:	<ul style="list-style-type: none"> • Finance • Human • Physical • Technological
Project outcomes may include but are not limited to:	<ul style="list-style-type: none"> • Short term • Intermediate • Long term

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
- Interviewing
- Interpersonal
- Communication
- Statistical
- Computer
- Decision making
- Critical thinking
- Problem solving
- Networking
- Analytical
- Monitoring
- Evaluation

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Community health programmes
- Project assessment
- Project monitoring and evaluation
- Community project research
- Community health needs
- Community project partnerships and collaborations
- Community health action plan

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 Developed M&E plan 1.2 Identified and developed M&E tools 1.3 Demonstrated understanding of M&E methods 1.4 Carried out project monitoring and evaluation as required
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	<p>1.5 Prepared and disseminated M&E report accordingly</p> <p>1.6 Documented M&E findings</p>
2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Workstation</p> <p>2.2 Computer</p> <p>2.3 Stationary</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral</p> <p>3.2 Written</p> <p>3.3 Case study</p> <p>3.4 Observation</p>
4. Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5. Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

APPLY NUTRITION IN COMMUNITY HEALTH

UNIT CODE: HE/OS/CH/CC/02/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to apply nutrition in community health. It involves assessing food nutrition and security, applying nutrition in human development and applying nutrition in disease management.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1. Assess food nutrition and security	1.2 Importance of food security and nutrition is identified based on health guidelines 1.3 Indicators and <i>levels of food security</i> are established according to health standards 1.4 <i>Determinants of food security</i> are identified as per health guidelines 1.5 <i>Food security interventions</i> are developed based on health needs 1.6 Roles of stakeholders in food security are identified according to health requirements 1.7 Emerging issues and trends in food and nutrition security is identified based on health procedures
2. Apply nutrition in Human development	2.1 <i>Nutrition in human development</i> are determined according to health standards 2.2 Factors affecting human nutritional needs are determined based on health standards 2.3 Vulnerable groups in nutrition are identified based on health procedures
3. Apply nutrition in disease management	3.1 <i>Nutrition related conditions</i> are identified and assessed according to public health guidelines 3.2 Therapeutic nutrition requirements are determined, calculated and provided for based on health standard procedures 3.3 Stages of <i>nutrition care process</i> are identified based on disease management protocols

	3.4 Nutrition management in <i>chronic diseases</i> is undertaken according to health standards
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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
Levels of food security may include but are not limited to:	<ul style="list-style-type: none"> • Individual • Household • National
Determinants of food security may include but are not limited to:	<ul style="list-style-type: none"> • Socio-economic • Cultural and religious • Political • Environmental
Food security interventions may include but are not limited to:	<ul style="list-style-type: none"> • Food preservation • Food storage • Government policies
Nutrition in human development may include but are not limited to:	<ul style="list-style-type: none"> • Pregnancy • Lactation • Children • Adolescent • Geriatric
Nutrition related conditions may include but are not limited to:	<ul style="list-style-type: none"> • Diabetes • Hypertension • Obesity • Malnutrition • Renal disease • Weight management

Chronic diseases may include but are not limited to:	<ul style="list-style-type: none"> • Cancer • Cardiovascular • Diabetes • Trauma • HIV • High blood pressure
Nutrition care process may include but are not limited to:	<ul style="list-style-type: none"> • Nutrition Assessment • Nutrition Diagnosis • Nutrition Intervention • Nutrition Monitoring/Evaluation

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
- Decision making
- Critical thinking
- Coordination
- Assessment
- Management
- Judgemental
- Observation
- Food preparation
- Training
- Monitoring
- Counselling

Required Knowledge

The individual needs to demonstrate knowledge of:

- Community Nutrition
- Anthropometric measurements
- Primary health care
- Nutrition in Human development
- Nutrition in disease management
- Human anatomy and physiology

- Clinical diagnosis
- Essential drug supplies
- Food and nutrition security

EVIDENCE GUIDE

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

1 Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Established indicators and levels of food security 1.2 Identified determinants of food nutrition and security 1.3 Developed food security interventions 1.4 Identified emerging issues and trends in food and nutrition security 1.5 Determined nutrition requirements in human development 1.6 Identified vulnerable groups in nutrition 1.7 Identified and assessed nutrition related conditions 1.8 Demonstrated understanding of therapeutic nutrition 1.9 Identified stages of nutrition care process 1.10 Managed nutrition in chronic diseases
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A functional classroom with classroom resources 2.2 Stationery 2.3 Computers
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral 3.2 Written tests 3.3 Observation 3.4 Case study
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

APPLY EPIDEMIOLOGY IN COMMUNITY HEALTH

UNIT CODE: HE/OS/CH/CC/03/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to apply epidemiology in community health. It involves conducting disease surveillance, carrying out population screening, monitoring disease occurrence and interpreting measures of risk. It also includes applying epidemiologic study designs, interpreting epidemiologic data analysis and utilizing epidemiology in community health.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<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 Conduct disease surveillance</p>	<p>1.1 Disease surveillance system is planned as per disease surveillance procedures</p> <p>1.2 <i>Methods of data collection</i> are identified according to health protocols</p> <p>1.3 Disease surveillance is carried out as per health protocols</p> <p>1.4 Disease surveillance report is prepared and disseminated according to disease surveillance requirements</p>
<p>2 Carry out population screening</p>	<p>2.1 Population screening needs assessment is carried out in accordance with disease management procedures</p> <p>2.2 Population screening plan is developed according to screening needs</p> <p>2.3 Population screening is carried out in accordance with screening plan</p> <p>2.4 Screening report is prepared and disseminated in accordance with disease management procedures</p>
<p>3 Monitor disease occurrence</p>	<p>3.1 Disease progression is identified according to disease management requirements</p> <p>3.2 Occurrence of disease is notified based on disease management requirements</p> <p>3.3 Planning for disease surveillance is determined</p>

	<p>according to standard procedures</p> <p>3.4 Field surveillance is planned based on the magnitude of disease occurrence</p>
4 Interpret measures of risk	<p>4.1 Risks factors are identified based on health practice requirements</p> <p>4.2 Measures of association are determined based on health guidelines</p> <p>4.3 Relative risk and odds ratios are interpreted according to health standards</p> <p>4.4 Measures of association are determined, and calculations performed as per statistical standard procedures</p> <p>4.5 Statistical data is analyzed and interpreted based on research findings and research methods</p> <p>4.6 Report is prepared and shared based on findings</p>
5 Apply epidemiologic study designs	<p>5.1 Epidemiological research is identified according to community health needs</p> <p>5.2 Different study designs and their usefulness is determined based on research methodology</p> <p>5.3 Application of analytical study designs in epidemiology are implemented according to research guidelines</p> <p>5.4 Application of observational study designs is carried out based on research methodology</p> <p>5.5 Samples of subjects are identified, and collection of exposure status and outcome is carried out according to standard requirements</p> <p>5.6 Causes of diseases and their effects in human populations are determined based on analysis outcomes</p>
6 Interpret epidemiologic data analysis	<p>1.1 Population parameters are estimated according to data management requirements</p> <p>1.2 Data hypothesis is formulated and tested according to standard epidemiological data requirements</p> <p>1.3 Data is compared and matched based on disease management requirements</p> <p>1.4 Data analysis report is prepared and disseminated in accordance with disease management procedures</p>

7 Utilize epidemiology data	<p>7.1 Community health diagnosis is conducted in accordance with epidemiological requirements</p> <p>7.2 Prescription of appropriate treatment is provided according to disease management requirements</p> <p>7.3 Community diseases are determined and controlled based on epidemiological data analysis outcomes</p> <p>7.4 Acceptable health interventions are determined and applied in accordance with epidemiological data findings</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
Methods of data collection may include but are not limited to:	<ul style="list-style-type: none"> • Observations • Interviews • Questionnaires • FDGs
Measures of association may include but are not limited to:	<ul style="list-style-type: none"> • Relative Risk • Rate ratio • Odds ratio • Proportionate mortality ratio
Study designs may include but are not limited to:	<ul style="list-style-type: none"> • Experimental <ul style="list-style-type: none"> ○ Randomized ○ Non-randomized • Observational <ul style="list-style-type: none"> ○ Analytical <ul style="list-style-type: none"> ✓ Cohort ✓ Case control ✓ Cross sectional study ○ Descriptive

Risk factors may include but are not limited to:	<ul style="list-style-type: none"> • Environmental influences • Predisposition • Behavioral
Frequency measures may include but are not limited to:	<ul style="list-style-type: none"> • Incidence • Mortality
Effect measures may include but are not limited to:	<p>Relative risk</p> <ul style="list-style-type: none"> • Hazard ratio • Odds ratio

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
- Report writing
- Computer
- Research
- Motivation
- Advocacy
- Statistical
- Critical thinking
- Monitoring
- Time management
- Coordination
- Quality control
- Problem solving
- Judgemental
- Decision making
- Leadership

Required Knowledge

The individual needs to demonstrate knowledge of:

- Community health research
- Disease development and control management
- Disease surveillance systems

- Human and animal populations
- Disease determinants
- Data management and analysis

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 Planned and carried out disease surveillance and prepared report 1.2 Carried out population screening needs assessment and developed population screening plan 1.3 Conducted population screening and prepared a report 1.4 Identified disease progression and notified on disease occurrences 1.5 Identified risks factors and determined measures of associations 1.6 Interpreted relative risk and odds ratios 1.7 Identified epidemiological research and applied epidemiological study designs 1.8 Interpreted epidemiological data 1.9 Utilized epidemiology knowledge in implementation of health interventions 1.10 Determined health status of a community and identified risk factors 1.11 Demonstrated the ability to analyze health status of the population living in an environment 1.12 Demonstrated understanding of epidemiological triangle in outbreak and disease control
2 Resource Implications	The following resources should be provided: 2.1 Computer 2.2 Stationary 2.3 Finances
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written tests 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance	Holistic assessment with other units relevant to the industry

information for assessment	sector, workplace and job role is recommended.
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APPLY HUMAN ANATOMY AND PHYSIOLOGY

UNIT CODE: HE/OS/CH/CC/04/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to apply human anatomy and physiology in community health works. It involves interpreting human histology, categorizing human body systems, determining common disorders of human body systems and applying human anatomy in primary health care

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1 Interpret human histology	1.1 <i>Human histology</i> is identified as per principles of human anatomy and physiology 1.2 Structure of human histology is identified according to human anatomy and physiology 1.3 Behaviour and functions of human histology is identified and interpreted 1.4 Disorders associated with human histology are determined as per standard procedures
2 Categorize human body systems	2.1 <i>Human body systems</i> are identified as per their functions 2.2 Structure of human body systems are identified based on principles of human anatomy 2.3 Functions of human body systems are identified as per principles of human physiology
3 Determine common disorders of human body systems	3.1 Human body system is identified 3.2 Common disorders are identified and categorized as per body systems 3.3 <i>Emerging issues</i> are identified and recorded as per SOPs
4 Apply human anatomy in primary health care	4.1 <i>Common diseases</i> are identified according to human body systems and health guidelines 4.2 Referrals are made based on identified common diseases

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
Human histology may include but are not limited to:	<ul style="list-style-type: none">• Cells• Tissues• Organs• Membranes
Human body systems may include but are not limited to:	<ul style="list-style-type: none">• Skeletal• Muscular• Digestive• Circulatory/cardiovascular• Lymphatic/Immune• Endocrine• Urinary/Renal• Respiratory• Reproductive• Nervous• Integumentary
Emerging issues may include but are not limited to:	<ul style="list-style-type: none">• Cancers• Auto-immune diseases
Common diseases may include but are not limited to:	<ul style="list-style-type: none">• Communicable• Non-communicable

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
- Computer
- Basic research

- Critical thinking
- Monitoring
- Time management
- Coordination
- Problem solving
- Decision making
- Organization
- Analytical
- Interpersonal

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Homeostasis
- Human body systems
- Histology
- Disorders of human body systems

EVIDENCE GUIDE

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

1. Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Interpreted human histology 1.2 Categorized human body systems 1.3 Identified the structure and functions of the human body systems 1.4 Identified disorders in human body systems 1.5 Applied human anatomy and physiology in primary health care 1.6 Demonstrated understanding of human anatomy and physiology
2 Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Workstation 2.2 Reporting tools 2.3 Stationary 2.4 Finance
3 Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Oral 3.2 Written tests

	<p>3.3 Observation</p> <p>3.4 Case study</p> <p>3.5 Third party report</p>
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

APPLY MICROBIOLOGY AND PARASITOLOGY

UNIT CODE: HE/OS/CH/CC/05/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to apply microbiology and parasitology in community health. It involves identifying common parasites and microbes, determining life cycle of microbes and parasites and determining microbial and parasitic diseases. It also includes applying parasitology and microbiology in disease prevention and control.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1 Identify common parasites and microbes	1.1 <i>Parasites and microbe's hosts</i> are identified according to their unique characteristics 1.2 Examination of microbes and parasites is carried out as per the standard procedures 1.3 Microbes and parasites are interpreted and recorded as per <i>morphological features</i> 1.4 <i>Parasites and microbes</i> are classified based on morphological features
2 Determine life cycle of microbes and parasites	2.1 Sites of parasites and microbes are identified based on host characteristics 2.2 <i>Conditions of microbial growth</i> are determined according to type of microbes 2.3 Phases of microbial and parasitic growth are identified as per the type of parasites and microbes
3 Determine microbial and parasitic diseases	3.1 Signs and symptoms of communicable diseases are determined according to the type of microbes and parasites 3.2 Disease-causing organisms are identified according to signs and symptoms 3.3 <i>Mode of disease transmission</i> are determined according to the type of microbes and parasites 3.4 Risk factors of <i>disease</i> transmission are determined according to the type of microbes and parasites
4 Apply parasitology	4.1 Disease types are identified as per the signs and

and microbiology in disease prevention and control	<p>symptoms</p> <p>4.2 <i>Disease prevention and control measures</i> are determined and applied based on health standards</p> <p>4.3 Prevalence of parasitic and microbial diseases are monitored and regulated as per the health standard requirements</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
Parasites and microbe's may include but are not limited to:	<ul style="list-style-type: none"> • Microbes <ul style="list-style-type: none"> ○ Bacteria ○ Fungi (Yeast and Moulds) ○ Viruses ○ Algae • Parasites <ul style="list-style-type: none"> ○ Endoparasites <ul style="list-style-type: none"> ▪ Helminths ▪ Protozoa ○ Ectoparasites
Host of parasites and microbes may include but are not limited to:	<ul style="list-style-type: none"> • Human • Plants • Animals/Insect • Water • Food
Conditions of microbial growth may include but are not limited to:	<ul style="list-style-type: none"> • Temperature • Water • Moistures • Nutrient • Light
Morphological features may include but are not limited to:	<ul style="list-style-type: none"> • Shape • Size • Structure • Pattern • Color

Mode of disease transmission may include but are not limited to:	<ul style="list-style-type: none"> • Fecal oral • Air • Vector • Fluid contact • Contaminated food and water
Diseases may include but are not limited to:	<ul style="list-style-type: none"> • Amoeba • TB • STIs • Malaria • Cholera • Typhoid • Measles • Polio • Flu
Disease prevention and control measures may include but are not limited to:	<ul style="list-style-type: none"> • Deworming • Proper personal hygiene practices <ul style="list-style-type: none"> ○ Handwashing • Proper food handling and storage • Treated water • Vaccination • Proper fecal disposal • Spraying

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
- Report writing
- Computer
- Basic research
- Statistical
- Critical thinking
- Monitoring
- Time management

- Problem solving
- Judgemental
- Decision making

Required Knowledge

The individual needs to demonstrate knowledge of:

- Human anatomy and physiology
- Primary health care
- Essential drugs and supplies
- Microbiology
- Parasitology
- Communicable disease
- Immunization programmes
- Epidemiology
- WASH
- Human nutrition

EVIDENCE GUIDE

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

1 Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Identified different types of microbes and parasites 1.2 Determined life cycle of microbes and parasites 1.3 Determined microbial and parasitic diseases 1.4 Applied parasitology and microbiology in disease prevention and control 1.5 Demonstrated understanding of parasitology and microbiology
2 Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Workstation 2.2 Stationary 2.3 Finance
3 Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study

	3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CORE UNITS OF COMPTETENCY

MANAGE COMMUNITY HEALTH CARE

UNIT CODE: HE/OS/CH/CR/01/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to manage community health care. It involves planning for community health education, conducting community health education, managing common ailments and minor injuries, carrying out community disease surveillance and managing essential drugs and supplies for CHV kits. It also entails managing maternal, new born and child health.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<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 for community health education</p>	<p>1.1 <i>Local authorities, health management</i> and providers are identified and briefed based on legal health requirements</p> <p>1.2 Community health assessment is carried out in accordance with health requirements</p> <p>1.3 <i>Training needs</i> are identified and documented based on community health assessment outcomes</p> <p>1.4 <i>Target population</i> and geographical area is identified based on health education needs and disease prevalence</p> <p>1.5 <i>Training tools and materials</i> are identified and prepared according to community health training needs, target disease and intervention delivery</p> <p>1.6 ToTs are identified and briefed as per the training programmes</p> <p>1.7 <i>Community health workers</i> are trained in accordance with planned education requirements</p>
<p>2 Conduct community health education</p>	<p>2.1 Objectives of community health education is communicated in accordance with training requirements</p> <p>2.2 Roles and responsibilities are identified and assigned based on training expertise and qualifications</p> <p>2.3 Schedules are shared based on planned community</p>

	<p>health education</p> <p>2.4 Training materials and tools are distributed according to the training needs</p> <p>2.5 Community health training and education is conducted according to standard health requirements</p> <p>2.6 Training and education report is prepared according to training requirements</p>
3 Manage common ailments and minor injuries	<p>3.1 Patients with <i>common ailments and minor injuries</i> are determined and their location identified according to disease management procedures</p> <p>3.2 Home visitation is carried out according to standard procedures</p> <p>3.3 Clinical assessment of patients is performed according to standard requirements</p> <p>3.4 <i>Causes of common ailments and injuries</i> are determined based on assessment report</p> <p>3.5 Appropriate medication is provided according to disease management requirements</p> <p>3.6 Patients' referrals are done according to the health needs</p> <p>3.7 A range of psychosocial and cultural factors on the management of the patient are identified and remedies proposed as required</p> <p>3.8 Methods for management of minor injuries and illnesses are developed according to prevalence of diseases and injury levels</p>
4 Carry out community disease surveillance	<p>4.1 <i>Areas of health interest</i> are determined according to health procedures</p> <p>4.2 Objectives of surveillance systems are determined based on health importance</p> <p>4.3 Design and implementation of surveillance systems are prepared according to disease surveillance objectives</p> <p>4.4 Disease <i>surveillance resources</i> are determined, assembled and prepared based on public health requirements</p> <p>4.5 <i>Health information providers</i> are determined according to health management requirements</p> <p>4.6 Health data is collected and analyzed based on standard procedures</p> <p>4.7 Disease surveillance report is prepared and</p>

	<p>disseminated based on analyzed data and interventions required</p> <p>4.8 Health status and behaviour is determined based on survey findings</p> <p>4.9 Need and effect of interventions is determined and measured according to disease surveillance report</p>
5 Manage essential drugs and supplies for CHV kits	<p>5.1 CHVs are identified and trained on essential drugs as per health guidelines</p> <p>5.2 Approximate drugs and supplies for CHVs is determined according to prevalence of diseases and population size</p> <p>5.3 Database of essential drugs and supplies is prepared and updated according to health management needs</p> <p>5.4 Essential drugs and supplies are identified and supplied based on community health management needs</p> <p>5.5 Utilization of essential drugs and supplies is monitored and regulated according to community health needs and management procedures</p> <p>5.6 Stock of essential drugs and supplies is maintained as per the health requirements</p>
6 Manage maternal, new born, child and adolescent health	<p>6.1 <i>Community health information system (CHIS) tools</i> (MOH 513) are obtained based on health requirements</p> <p>6.2 Mother and child booklets are identified and assessed according to standard procedures</p> <p>6.3 <i>Necessary health actions</i> are determined and conducted according to health needs</p> <p>6.4 <i>Areas for improvement</i> in maternal, new born and child health are identified in accordance with health needs</p> <p>6.5 Report is prepared and disseminated according to community health procedures</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
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Training needs may include but are not limited to:	<ul style="list-style-type: none"> • Home visitation • Exclusive breast feeding • Immunization programmes • Communicable and infectious diseases • Non-communicable diseases • Nutrition assessment • WASH
Training tools and materials may include but are not limited to:	<ul style="list-style-type: none"> • Training manuals • Stationery • Name tags • Flip chart and/or white board • Computer • Projector
Community health workers may include but are not limited to:	<ul style="list-style-type: none"> • Primary care givers • Public health officers/technicians • Community health volunteers • Health outreach workers/promoters • Health advisors • Community health assistant and officers
Target population may include but are not limited to:	<ul style="list-style-type: none"> • Children • Elderly • Adolescents • Mothers <ul style="list-style-type: none"> ○ Breast feeding ○ Pregnant • Vulnerable groups
Causes of common ailments and injuries may include but are not limited to:	<ul style="list-style-type: none"> • Lifestyle diseases <ul style="list-style-type: none"> ○ Malnutrition ○ Obesity • Genetics (genetic/environmental interaction) • Prematurity or birth trauma • Exposures such as toxic chemicals or certain allergens

<p>Common ailments and minor injuries may include but are not limited to:</p>	<ul style="list-style-type: none"> • Common ailments <ul style="list-style-type: none"> ○ Ophthalmological conditions ○ ENT conditions ○ UTI's ○ Upper Respiratory Tract Infections (URTI) ○ Diarrhea ○ Fever ○ Cough ○ Abdominal ailments • Minor injuries <ul style="list-style-type: none"> ○ Cuts ○ Bruises ○ Burns
<p>Community Health Information System (CHIS) tools may include but are not limited to:</p>	<ul style="list-style-type: none"> • MOH 100 community referrals • MOH 513 household registers • MOH 514 service delivery log books • MOH 515 CHEW summary • MOH 516 - Chalkboard • Treatment and tract register
<p>Areas of health interest may include but are not limited to:</p>	<ul style="list-style-type: none"> • Nutrition <ul style="list-style-type: none"> ○ Dietary assessment ○ Surveillance ○ Anthropometric assessment • WASH • Communicable and Non-communicable diseases
<p>Health information providers may include but are not limited to:</p>	<ul style="list-style-type: none"> • General public • Public health officers • Community Health Volunteers • Community Health Workers • Accredited community health activists
<p>Surveillance resources may include but are not limited to:</p>	<ul style="list-style-type: none"> • Software • Computer • Internet • Stationery • Finance • Human

Necessary health actions may include but are not limited to:	<ul style="list-style-type: none"> • Referrals • Health education • Treatment of minor ailments
Areas for improvement may include but are not limited to:	<ul style="list-style-type: none"> • Care-seeking behaviors <ul style="list-style-type: none"> ○ Gender-based violence ○ Male involvement and support in the household ○ STIs • Maternal and child home care practices • Delivery services • Infant and child feeding, and communication between health providers and women/caregivers • Youth friendly services
Local authorities and health management may include but are not limited to:	<ul style="list-style-type: none"> • Area chief • Community health committee • Health facility management committee • Nyumba kumi • Village elders

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:

- Training
- Presentation
- Decision making
- Critical thinking
- Analytical
- Diagnostic skills
- Communication
- Interpersonal skills
- Monitoring
- Evaluation
- Problem solving
- Observation
- Flexibility

- Facilitation
- First Aid

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Community diagnosis
- Essential drugs and supplies
- Maternal, child and adolescent health
- Immunization programme
- Training tools and materials
- Principles of community health and nutrition
- Human Anatomy and Physiology
- Common ailments and minor injuries
- Youth friendly services
- Disease prevention
 - Community level activities and interventions
 - Community cultural beliefs and practices
 - Epidemiology
- Statistics
 - Research methods
 - Monitoring and evaluation

EVIDENCE GUIDE

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

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Carried out community health assessment and prepared a report 1.2 Planned and conducted community health training and education and prepared a report 1.3 Carried out home visitation and managed common ailments and minor injuries 1.4 Carry out community disease surveillance and prepared health surveillance report 1.5 Identified, classified and monitored utilization of essential drugs and supplies 1.6 Maintained stock of essential drugs and supplies 1.7 Managed maternal, new born and child health
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2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workstation 2.2 Stationery 2.3 Computer 2.4 Training manuals 2.5 Essential drugs and supplies 2.6 First aid kits 2.7 Projector
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Observation 3.2 Written 3.3 Oral 3.4 Case study
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CONDUCT COMMUNITY HEALTH RESEARCH

UNIT CODE: HE/OS/CH/CR/02/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health research. It involves preparing for community health research, carrying out community health research and analyzing the community health research findings. It also includes documenting and disseminating community health research findings.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1. Prepare for community health research	1.1 Health research problem is identified based on community health needs 1.2 Research questions are designed based on research problem 1.3 Research objectives are developed according to research problem 1.4 Research <i>conceptual framework</i> is developed in accordance with the research protocols 1.5 Research <i>theoretical framework</i> is established in accordance with the research protocols
2. Carry out community health research	2.1 <i>Target population</i> is determined in accordance with research problem and research protocols 2.2 <i>Sampling techniques</i> are determined in accordance with sample population and research protocols 2.3 Sample population is determined based on the research protocols 2.4 Research instruments are identified based on target population and research protocols 2.5 Data collection is undertaken in accordance with research protocols
3. Analyze the community health	3.1 Research is analyzed as per standard data analysis tools

research data	3.2 Validity and reliability are determined in accordance to research methods 3.3 Data analysis techniques are determined in accordance with data collected
4 Document the community health research findings	4.1 Process of research is documented in accordance with research protocols 4.2 Recommendations of the study are provided based on the research findings 4.4 Research report is compiled in accordance with research protocols
5. Disseminate the community health research findings	5.1 Stakeholders for the community health research dissemination are determined in accordance with the research purpose 5.2 Appropriate methods for dissemination are determined by <i>dissemination protocols</i>

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
Conceptual framework may include but are not limited to:	<ul style="list-style-type: none"> • Analytical tool • A diagram that shows causes and effects of a problem • Diagram that shows connection of variables
Theoretical framework may include but are not limited to:	<ul style="list-style-type: none"> • Structure that can hold or support a theory of a research study. • Introduces and describes the theory • Identification of theories that relate to a research problem • Context for explaining a problem
Target population may include but are not limited to:	<ul style="list-style-type: none"> • Elderly • Women of reproductive stage • Children • Adolescents • Scholars • Community health workers • Vulnerable groups

Sampling techniques may include but are not limited to:	<ul style="list-style-type: none"> • Probability • Non-probability • Stratified • Random • Cluster • Multistage
Dissemination protocols may include but are not limited to:	<ul style="list-style-type: none"> • Organizational procedures • Principles of dissemination • Ethical considerations in dissemination

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
- Communication
- Computer
- Creativity
- Critical
- Data collection
- Decision making
- Dissemination
- Observation
- Patience
- Probing
- Problem identification
- Problem solving
- Report writing
- Social
- Statistical

Required Knowledge

The individual needs to demonstrate knowledge of:

- Introduction to research

- Types of research
- Purposes of research
- Basic terms in research
- Problem identification
- Literature review
- Research design
- Data collection and analysis
- Research instruments
- Research proposal
- Research report

EVIDENCE GUIDE

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

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared for community health research 1.2 Determined research problem 1.3 Determined the objectives of the research 1.5 Determined the sample population 1.6 Identified research instruments 1.7 Determined validity and reliability of the study 1.8 Determined data analysis techniques 1.9 Compiled the research report 1.10 Disseminated the community health research findings 1.11 Demonstrated understanding of community health research
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workstation 2.2 Reporting tools 2.3 Stationery 2.4 Data analysis tools 2.5 Finance
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral 3.2 Observation 3.3 Written 3.4 Third party report

	3.5 Case study
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

CONDUCT COMMUNITY HEALTH DIAGNOSIS AND PARTNERSHIPS

UNIT CODE: HE/OS/CH/CR/03/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health diagnosis and partnerships. It involves conducting community health needs assessment, advocating for individual and community health needs, carrying out community health action plans and developing inter-sectorial collaborations. It also entails documenting health research activities.

This is applicable in public health sector.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<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 Conduct community health needs assessment</p>	<p>1.1 <i>Community health</i> needs assessment (CHNA) partners are identified based on their roles and responsibilities</p> <p>1.2 Roles and responsibilities are assigned in accordance with health assessment needs</p> <p>1.3 Community <i>health needs assessment methodology and process</i> is designed according to available resources and target population</p> <p>1.4 Preliminary Health <i>Needs Identification Tools</i> are prepared according to set criteria</p> <p>1.5 Community health needs assessment is carried out according to the design and schedule requirements</p> <p>1.6 Identification, interpretation, and analysis of set of primary and secondary data is carried out according to standard procedures</p> <p>1.7 <i>Community health needs</i> are identified and selected based on set pre-determined criteria</p> <p>1.8 Community health needs are prioritized based on identified needs and impact on community health</p> <p>1.9 Implementation strategies are developed according to health priorities</p>
<p>2 Advocate for</p>	<p>2.1 Health needs assessment report is obtained and</p>

<p>individual and community health needs</p>	<p>analyzed according to standard procedures</p> <p>2.2 Advocacy resources are identified according the health needs assessment report</p> <p>2.3 Advocacy strategies are identified according to the health needs assessment report</p> <p>2.4 Existing facilities and resources are determined based on community resource endowment</p> <p>2.5 Health advocacy plan is prepared based on health needs</p> <p>2.6 Relevant stakeholders and partners are identified based on community health needs requirements</p> <p>2.7 Health needs advocacy is carried out as per the advocacy plan</p> <p>2.8 Improvement strategies are developed and implemented according to health needs requirement</p>
<p>3 Carry out community action plan</p>	<p>3.1 Community health goals, objectives and vision are developed based on health status of the community</p> <p>3.2 Community-based initiatives are developed according the community health needs</p> <p>3.3 Required resources are determined based on availability and preference</p> <p>3.4 Roles and responsibilities are defined based on individual and community capabilities</p> <p>3.5 Timelines are determined according to community health strategic plan</p> <p>3.6 Methods of monitoring and evaluation are developed based on community health needs</p> <p>3.7 Action plan is periodically reviewed based on community health requirements</p>
<p>4 Develop inter-sectoral collaboration</p>	<p>4.1 Inter-sectoral collaboration partners are identified based on available networks and sector requirements</p> <p>4.2 Terms of reference and commissioning case studies are developed based on inter-sectoral agreements</p> <p>4.3 Partnership dialogue is carried out based on collaboration requirements</p> <p>4.4 Partnership network to amplify, consolidate and sustain work in the sector is developed based on health sector requirement</p> <p>4.5 Social capital is mobilized according to inter-sectoral agreements and health requirements</p>

	<p>4.6 Strategies of tackling health inequities are developed according to inter-sectoral approaches</p> <p>4.7 Community health report on the social determinants of health is prepared in accordance with health needs</p> <p>4.8 Incorporation of inter-sectoral action is defined according to primary health care strategy</p>
5 Document community health information	<p>5.1 Health data is analyzed, and report prepared according to research findings</p> <p>5.2 Systems of information storage and retrieval are developed according to information management requirements</p> <p>5.3 Health information is shared, kept and/or maintained based on research requirements</p> <p>5.4 Corrective action plan is undertaken based on research objectives and requirements</p>

RANGE

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

VARIABLE	RANGE
Community health may include but are not limited to:	<ul style="list-style-type: none"> • Child health • Adolescent health • Adult health • Elderly and vulnerable health • Women’s health
Health needs assessment methodology and process may include but are not limited to:	<ul style="list-style-type: none"> • Data sources <ul style="list-style-type: none"> ○ Records ○ Observation ○ Focus groups ○ Stakeholder interviews • Schedules • Data collection tools
Needs Identification Tools may include but are not limited to:	<ul style="list-style-type: none"> • Demographics <ul style="list-style-type: none"> ○ In-Depth national benchmark values ○ Racial and Ethnic Disparities ○ About Data Dictionary ○ Indicator Details

<p>Community health needs may include but are not limited to:</p>	<ul style="list-style-type: none"> • Obesity • Domestic/gender-based violence • Heart disease and stroke • Adolescent substance abuse • Unwanted pregnancies • Child immunization • Breast feeding • Child abuse and neglect • Chronic diseases prevalence • chronic conditions • Infectious diseases • Health disparities
<p>Advocacy resources may include but are not limited to:</p>	<ul style="list-style-type: none"> • Human • Posters • Displays • Coalition team • Finance • Foundations
<p>Advocacy strategies may include but are not limited to:</p>	<ul style="list-style-type: none"> • Face to face meetings • Appointments with officials • Advocacy days • Writing campaigns • Petitions • Media coverage • Door to door campaigns
<p>Relevant stakeholders and partners may include but are not limited to:</p>	<ul style="list-style-type: none"> • Health organizations • Social Service • Government organizations • Community-based organization (CBOs) • Non-governmental organizations (NGOs) • Faith-based organization • Established support groups
<p>Improvement strategies may include but are not limited to:</p>	<ul style="list-style-type: none"> • Provide parent education and support • Establish mentoring programs • Trainings for peers • Parenting classes • Insurance outreach and enrollment

Community-based initiatives may include but are not limited to:	<ul style="list-style-type: none"> • Forming community health volunteers • Trainings on health issues • Caring for the sick • WASH Programmes • Forming community-based health champions
Required resources may include but are not limited to:	<ul style="list-style-type: none"> • Finance • Human • Medicines • Medical equipment • Water • Soap • Brooms • Scrubs

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:

- Training
- Analytical
- Diagnostic
- Interviewing skills
- Advocacy
- Interpersonal
- Communication
- Prioritization
- Basic research skills
- Report writing
- Documentation

Required Knowledge

The individual needs to demonstrate knowledge of:

- Community diagnosis
- Community-based initiatives
- Community-based organizations
- Community health needs assessment
- Disease surveillance

- Advocacy for improved community health
- Community health action plan
- Inter-sectoral health collaborations and partnership
- Community health improvement strategies
- Data collection tools and materials
- Data analysis and report writing
- Community health research activities

EVIDENCE GUIDE

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

1 Critical Aspects of Competency	Assessment requires evidence that the candidate: <ul style="list-style-type: none"> 1.1 Conducted community health needs assessment and identified health needs 1.2 Prepared and disseminated partnership and diagnostics research reports 1.3 Carried out individual and community health needs advocacy 1.4 Carried out and reviewed community action plan 1.5 Developed and operationalize inter-sectoral collaboration 1.6 Documented community health research activities 1.7 Demonstrated understanding of community-based organization and initiatives 1.8 Demonstrated understanding of health needs assessment methodology and process
2 Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Functional community-based health facility and initiatives 2.2 Computer 2.3 Stationary 2.4 Research tools and materials
3 Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance	Holistic assessment with other units relevant to the industry

information for assessment	sector, workplace and job role is recommended.
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CONDUCT COMMUNITY-BASED HEALTH CARE

UNIT CODE: HE/OS/CH/CR/04/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community-based health care. It involves performing community based-health care, managing HIV and TB prevalence and providing mental health and psychosocial support. It also includes childcare ICCM and management of malaria

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1 Perform community based-health care	1.1 Planning for community-based health care is carried out based on health needs 1.2 Community <i>health service providers</i> are identified and determined based on their expertise and experience 1.3 <i>Community-based health care services</i> are determined according to community health status 1.4 Community-based health care services are identified and approved based on standard procedures 1.5 Community disaster preparedness is assessed according to standard requirements 1.6 Non-manageable conditions are organized for referrals according to disease conditions 1.7 Access to health care services is made efficient and effective according to standard requirements 1.8 Palliative care needs are provided according to nature of patients and community health management procedures
2 Manage HIV and TB	2.1 <i>HIV and TB risk assessment</i> and diagnosis is carried out based on disease management practices 2.2 Counselling of infected and affected patients is

	<p>provided according to counselling procedures</p> <p>2.3 Coinfected patients with active TB are managed according to disease management procedures</p> <p>2.4 TB treatment is carried out based on the severity of the disease and treatment phase</p> <p>2.5 Adherence to TB treatment and HIV treatment is monitored as per the disease management protocols</p> <p>2.6 ARV and TB drug interactions and management is monitored based on treatment protocols</p> <p>2.7 HIV and TB cases are monitored and documented based on health procedures</p>
<p>3 Provide mental health, psychosocial support and implement gender-based violence interventions</p>	<p>3.1 Monitoring and evaluation framework for Mental Health and Psychosocial Support (MHPSS) is developed according mental health management procedures</p> <p>3.2 Assessment of patients with mental illness is conducted according to standard procedures</p> <p>3.3 Emotional and psychosocial support is provided based on assessment outcome and status of the patient</p> <p>3.4 Mental support systems are integrated based on available resources</p> <p>3.5 Referral for patients with mental health and psychosocial support is provided according to mental health specialists guidance and procedures</p> <p>3.6 Building on available resources and capacity is carried out according to community health needs</p> <p>3.7 Mental patients' rights and equity is provided, protected and addressed according to management procedures</p>
<p>4 Conduct integrated community case management (ICCM)</p>	<p>4.1 Child care (Integrated Community Case Management) ICCM strategy is prepared according to case management procedures</p> <p>4.2 ICCM implementation support tools and personnel are designed and developed according to strategy requirements</p> <p>4.3 Causes of childhood illnesses and mortality are identified and categorized based on standard</p>

	<p>procedures</p> <p>4.4 Treatment options are identified and provided for according to the ICCM requirements</p> <p>4.5 Monitoring and evaluation procedures for ICCM is prepared and implemented according to strategic requirements</p>
5 Manage malaria and zoonotic diseases	<p>5.1 Malaria <i>disease prevention and control procedures</i> are developed according to prevailing conditions</p> <p>5.2 Vaccination and health management practices are carried out according to prevention strategies</p> <p>5.3 Rapid <i>diagnostic tests</i> (RDT) are performed and interpreted as per disease management procedures</p> <p>5.4 Emergency measures are constituted based on severity of disease conditions</p> <p>5.5 <i>Disease control programs</i> are initiated and implemented according to health requirements</p>
6 Conduct psycho-active drugs demand reduction	<p>6.1 Psycho-active drugs need assessment is carried out as per health guidelines</p> <p>6.2 <i>Psycho-active drugs</i> are identified based on needs assessment report</p> <p>6.3 <i>Psycho-active drugs demand reduction strategies</i> are implemented according to health guidelines</p> <p>6.4 Monitoring of psycho-active drugs use is carried out according to health standard requirements</p> <p>6.5 Monitoring report is prepared and disseminated according to standard health procedures</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
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Community-based health care services may include but are not limited to:	<ul style="list-style-type: none"> • Care for pregnant • Manage non-communicable chronic diseases • Selected childhood diseases • Counselling • Manage communicable diseases
Health service providers may include but are not limited to:	<ul style="list-style-type: none"> • Community Health Volunteers • Public health officers • Health Assistants • Accredited Social Health Activists • Community Health Workers • CHAs • Nurses
TB categories may include but are not limited to:	<ul style="list-style-type: none"> • Active TB disease/Non-resistant • Passive/Resistant • Latent TB Infections
TB risk assessment may include but are not limited to:	<ul style="list-style-type: none"> • History of exposure <ul style="list-style-type: none"> ○ Individual ○ Household • History of possibly related symptoms • Respiratory symptoms • Coexisting risk factors and vulnerability-increasing factors <ul style="list-style-type: none"> ○ Injecting drug use ○ Alcohol abuse ○ Incarceration ○ HIV/AIDS
HIV risk assessment may include but are not limited to:	<ul style="list-style-type: none"> • HIV pretest counselling • Serological tests <ul style="list-style-type: none"> ○ ELISA and/or rapid tests • Post-test counselling
Treatment phase may include but are not limited to:	<ul style="list-style-type: none"> • Initial phase • Continuous phase <ul style="list-style-type: none"> ○ Relapse ○ Treatment after default ○ Treatment failure
Mental health specialists may include but are not limited to:	<ul style="list-style-type: none"> • Psychologist • Psychiatrist <ul style="list-style-type: none"> ○ Psychiatric nurse

Causes of childhood illnesses and mortality may include but are not limited to:	<ul style="list-style-type: none"> • Malnutrition • Newborn conditions • Pneumonia • Diarrhea • Malaria • HIV/AIDS
ICCM implementation support tools and personnel may include but are not limited to:	<ul style="list-style-type: none"> • Community health workers • Counsellors • Medicines • Equipment • Provision of adequate access to treatment • CHAs • PHOs • CHOs
Disease prevention and control procedures may include but are not limited to:	<ul style="list-style-type: none"> • Disease control agents <ul style="list-style-type: none"> ○ Biological control ○ Chemical spraying <ul style="list-style-type: none"> ▪ DDT ▪ DEET • Environmental management strategy
Diagnostic tests may include but are not limited to:	<ul style="list-style-type: none"> • Clinical diagnosis • Parasitological • Hematological • Biochemical
Disease control programs may include but are not limited to:	<ul style="list-style-type: none"> • Conducting civic education • Issuance of treated mosquito nets • Environmental management <ul style="list-style-type: none"> ○ Bush clearances ○ Providing drainage systems • Vaccination programmes

<p>Psycho-active drugs may include but are not limited to:</p>	<ul style="list-style-type: none"> • Stimulants <ul style="list-style-type: none"> ○ Nicotine ○ Cocaine • Depressants <ul style="list-style-type: none"> ○ Benzodiazepines ○ Alcohol • Narcotics <ul style="list-style-type: none"> ○ Morphine ○ Heroin ○ Codeine • Hallucinogens <ul style="list-style-type: none"> ○ LSD ○ Mescaline ○ Ecstasy
<p>Psycho-active drugs demand reduction strategies may include but are not limited to:</p>	<ul style="list-style-type: none"> • Prevention strategies <ul style="list-style-type: none"> ○ Reaching high-risk groups ○ Reaching youth outside school ○ Building family bonds ○ Empowering communities • Treatment strategies <ul style="list-style-type: none"> ○ Provision of family-based treatments ○ Rehabilitating criminal offenders ○ Assessing and treating adolescents • Law enforcement <ul style="list-style-type: none"> ○ Reducing drug availability ○ Introducing community policing ○ Problem-oriented policing

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
- Counselling
- Interviewing
- Computer
- Observation
- Stress management

- Diagnostic
- Analytical
- Communication
- Report writing
- Advocacy
- Training
- Critical thinking
- Problem solving
- Monitoring
- Evaluation

Required Knowledge

The individual needs to demonstrate knowledge of:

- Community-based health care
- Palliative care provision
- General microbiology and parasitology
- Communicable and Non-communicable diseases
- Prevention and control of diseases
- HIV and TB risk assessment
- TB and HIV clinical assessment
- HIV Testing and counselling
- HIV and TB management
- Impact of HIV and AIDS on the society
- Management of opportunistic diseases
- Mental health and psychosocial support management
- Disease surveillance, prevention and control procedures
- Child care ICCM Management
- Monitoring and control procedures

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 Assessed emergency preparedness and prepared a report</p> <p>1.2 Organized referrals for non-manageable conditions in the community-based health care systems</p> <p>1.3 Provided palliative care needs as required</p>
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	<p>1.4 Carried out HIV and TB risk assessment and diagnosis and prepared a report</p> <p>1.5 Identified, counselled and managed coinfecting patients with active TB</p> <p>1.6 Recorded HIV/AIDS patients and initiated ARV</p> <p>1.7 Monitored and regulated HIV and TB incidences in the community</p> <p>1.8 Conducted assessment of patients with mental disorders and provided mental health and psychosocial support</p> <p>1.9 Managed child care ICCM</p> <p>1.10 Developed Malaria and zoonotic disease prevention and control procedures</p> <p>1.11 Initiated and implemented disease control programs</p> <p>1.12 Demonstrated understanding of community-based health care</p> <p>1.13 Carried out psycho-active drugs needs assessment and identified psycho-active drugs</p> <p>1.14 Developed and carried out psycho-active drugs demand reduction strategies</p> <p>1.15 Monitored and evaluated use of psycho-active drugs and prepared a report</p>
2 Resource Implications	<p>The following resources should be provided:</p> <p>2.1 A functional and active community-based health care unit</p> <p>2.2 Stationery</p> <p>2.3 Computer</p> <p>2.4 Training manuals</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral</p> <p>3.2 Written tests</p> <p>3.3 Observation</p> <p>3.4 Case study</p> <p>3.5 Third party report</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

MANAGE COMMUNITY HEALTH INFORMATION SYSTEMS

UNIT CODE: HE/OS/CH/CR/05/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to manage community health information systems. It involves preparing for CHIS performance assessment, carrying out CHIS performance assessment and utilizing community Health Information System (CHIS). It also entails establishing master community unit list

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<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 Prepare for CHIS performance assessment</p>	<p>1.1 Existing community health information systems are obtained according to CHIS management procedures</p> <p>1.2 Analysis of CHIS is carried out according to standard procedures</p> <p>1.3 CHIS report is prepared according to the analysis results</p> <p>1.4 Methods of health data collection is determined based on standard procedures and requirements</p> <p>1.5 <i>Required resources</i> are determined based on assessment procedures</p>
<p>2 Carry out CHIS performance assessment</p>	<p>2.1 Data collection resources are distributed based on HIS assessment requirements</p> <p>2.2 Data on health indicators is collected, organized and analyzed according to data analysis procedures</p> <p>2.3 CHIS assessment report is prepared and disseminated based on CHIS management procedures</p> <p>2.4 CHIS needs are identified based on analysis report</p> <p>2.5 CHIS improvement areas are determined according to CHIS needs</p>
<p>3 Utilize community health information system</p>	<p>3.1 CHIS training needs are identified based on standard procedure</p> <p>3.2 CHIS training is carried out as per standard</p>

	<p>procedure</p> <p>3.3 CHIS tools are identified and distributed based on standard procedure</p> <p>3.4 Spot-checking is carried out according to health protocols</p> <p>3.5 Health data is analyzed as per the standard procedures</p> <p>3.6 Health report is disseminated as per SOPs</p> <p>3.7 Reviews and updates are undertaken according to standard guidelines</p> <p>3.8 Capacity building to generate, manage and use health information is carried out and maintained according to health management practices</p>
4 Establish master community unit list	<p>4.1 Population to be served is determined based on community health management procedures</p> <p>4.2 Community health listing unit is linked to the health facility</p> <p>4.3 Community health listing unit is linked to Kenya Master Facility Listing register according to standard procedures</p> <p>4.4 Reviews and updates are undertaken according to standard guidelines</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
Required resources may include but are not limited to:	<ul style="list-style-type: none"> • Tools <ul style="list-style-type: none"> ○ Tablets ○ Mobile phones ○ Computer ○ Camera • CHIS tools <ul style="list-style-type: none"> ○ MOH 516 Chalk board ○ MOH 100 ○ MOH 513 ○ MOH 514 ○ MOH 515

	<ul style="list-style-type: none"> ○ Community health unit support supervision checklist ○ Added ○ DHIS District Health Information System ○ Kenya Master Facility Health Listing website ● Materials <ul style="list-style-type: none"> ○ Stationery ○ Questionnaires ● Finances ● Human
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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
- ICT
- Computer
- Basic management skills
- Communication
- Basic research and analytical skills
- Coordination
- Problem solving
- Critical thinking
- Interpersonal
- Monitoring
- Evaluation
- Report writing

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health-care information
- ICT
- Health Information Management Systems
- Sources and uses of health information
- Health Information Systems
- Master Listing Unit

- Functions of Health Information System
- Data collection and analysis
- Health data management tools
- Assessment of performance
- Health facility reporting

EVIDENCE GUIDE

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

1 Critical Aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Prepared for HIS performance assessment 1.2 Carried out HIS performance assessment and prepared a report 1.3 Established community health information system 1.4 Developed indicators of HIS performance 1.5 Established performance and results-based monitoring and evaluation procedures for HIS 1.6 Established master community unit list 1.7 Reviewed and updated community health unit register as required 1.8 Demonstrated understanding of the functions of HIS
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Community-based health facility 2.2 A functional master community listing unit 2.3 Master register 2.4 Computer 2.5 Stationery
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third Party Report
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

CONDUCT COMMUNITY HEALTH LINKAGES

UNIT CODE: HE/OS/CH/CR/06/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health linkages. It involves coordinating community access to health services, conducting community health outreach programs, establishing community partnerships and inter-agency collaborations and carrying out social mobilization and participation. It also includes managing enrollment in health insurance scheme.

This is applicable in public health sector

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1 Coordinate community access to health services	1.1 Community health needs are identified according to public health requirements 1.2 <i>Target population</i> is identified based on community health activities 1.3 Nature of <i>health service programs</i> are identified according to health needs 1.4 Community mobilization is conducted as per health needs 1.5 Community health defaulter tracing system is identified and checked according to health needs 1.6 Health access linkages are put in place based on health guidelines 1.7 Defaulters are identified and <i>reasons for defaults</i> are determined and addressed according to health protocols 1.8 Defaulter tracing registers are routinely updated and reviewed based on health guidelines 1.9 Referral cases are conducted, coordinated and maintained based on health status of individual and health guidelines

<p>2 Conduct integrated community outreach programs</p>	<p>2.1 Integrated community health outreach plan is developed based on health programs and health guidelines</p> <p>2.2 Community-outreach program centers and geographical areas are identified according to health guidelines</p> <p>2.3 Legal requirements are obtained based on outreach program requirements</p> <p>2.4 Health outreach teams and community health workers are identified and assigned according to target population and geographical locations</p> <p>2.5 Required outreach resources are assembled, prepared and distributed according to outreach program requirements</p> <p>2.6 Integrated community health outreach programs are conducted according set standard procedures and schedules</p> <p>2.7 Outreach report is prepared and disseminated as per standard procedures</p> <p>2.8 Community health outreach program impact assessment is carried out according to health standard procedures</p>
<p>3 Establish community health partnerships and inter-agency collaboration</p>	<p>3.1 Community health care needs are identified, determined and categorized based on health management procedures</p> <p>3.2 Community health partners are identified as per community health needs</p> <p>3.3 Partnerships and inter-agency collaboration policy framework and agreements are initiated based on community health requirements</p> <p>3.4 Collaborative relationships with the community and health agencies are formed according needs of community health</p> <p>3.5 Partnership planning, implementation, and evaluation process are prepared and shared according to established partnership agreements</p> <p>3.6 Wider determinants of health are handled and addressed as per the community health needs</p> <p>3.7 Monitoring and evaluation of partnership and collaborative activities is carried out based on</p>

	community health targets
4 Carry out social mobilization and participation	<p>4.1 Socio-economic health status data of a community is collected and analyzed based on standard procedures</p> <p>4.2 Report is prepared based on collected information and analysis</p> <p>4.3 Community needs are determined according to community health targets</p> <p>4.4 Areas of community participation and mobilization are identified in accordance with community health needs</p> <p>4.5 Background and objectives of training are established based on community health needs</p> <p>4.6 Strategies for community participation and mobilization are developed in accordance with needs assessment</p> <p>4.7 Training venues are identified and communicated according to community health training needs</p> <p>4.8 Training manuals are prepared and shared based on training program activities</p> <p>4.9 Indicators of community health are established according to community health management procedures</p>
5 Manage enrollment into Universal Health Coverage	<p>5.1 Enrollment strategies into Universal Health Coverage (UHC) program are developed based on health insurance policies and procedures</p> <p>5.2 Enrolment rates are determined according to existing UHC registers</p> <p>5.3 Benefits of UHC schemes are identified and shared according to health standard procedures</p> <p>5.4 UHC programmes are linked to national UHC as per health standard requirements</p> <p>5.5 Enrollment into UHC is monitored and updated according to community health regulations</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
Health service programs may include but are not limited to:	<ul style="list-style-type: none"> • PMTCT Health Services • Vaccination and immunization services • Nutrition e.g. unhealthy diet • Basic health screenings • Family planning awareness programs • WASH programme • Rehabilitation
Target population may include but are not limited to:	<ul style="list-style-type: none"> • Children and elderly • Women of reproductive age • Addicts • Persons with disabilities
Reasons for health defaults may include but are not limited to:	<ul style="list-style-type: none"> • Ignorance • Distance from health facilities • Socio-economic issues • Lack of adequate information • Poor health campaigns • Religious and cultural beliefs
Legal requirements may include but are not limited to:	<ul style="list-style-type: none"> • Identification badges • Authorization by local authorities • Professional body membership • Public health certification/notification
Outreach resources may include but are not limited to:	<ul style="list-style-type: none"> • Finance • Human • Displays • Posters • Computers • Stationary • Flip charts

Community-outreach program centers may include but are not limited to:	<ul style="list-style-type: none"> • Schools • Local pharmacies • Community event centers • Food pantries • Church venues • Supermarkets • Open air markets • Health centers • Community libraries
Community needs may include but are not limited to:	<ul style="list-style-type: none"> • Early pregnancies • Incest • Unplanned pregnancies • Juvenile delinquencies • Unemployment • Insecurity • Drug addiction • Women repression • Prostitution • Population with poor health • Unskilled manpower • Wrangling • Over population • Poor infrastructures • Poverty • Lack of sanitary facilities • Inadequate water supply
Determinants of health may include but are not limited to:	<ul style="list-style-type: none"> • Socio-economic • Cultural and religious beliefs

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
- Advocacy
- Counselling

- Communication
- Report writing
- Analytical
- Interpersonal
- Computer
- Problem-solving
- Creativity
- Innovation
- Motivational

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Community health programs
- Community health insurance schemes
- Community health defaulter tracing systems
- Essential community health services
- Integrated community health outreach programs
- Legal and statutory requirements
- Community partnership and inter-agency collaborations
- Social mobilization and participation
- Cultural and religious beliefs and practices
- Social and economic development
- Data collection and analysis
- Need based planning

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 Routinely reviewed and updated defaulter tracing registers</p> <p>1.2 Coordinated community access to health services</p> <p>1.3 Conducted, coordinated and maintained referral of health care cases</p> <p>1.4 Conducted community health outreach programs and prepared a report</p> <p>1.5 Established and coordinated community health</p>
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	<p>partnerships and inter-agency collaboration</p> <p>1.6 Carried out social mobilization and participation</p> <p>1.7 Developed enrollment strategies in to community health insurance</p> <p>1.8 Initiated health insurance subsidy program for the poor, elderly and people with severe disabilities</p> <p>1.9 Managed enrollment in to UHC program</p> <p>1.10 Demonstrated understanding of community health insurance systems</p>
2 Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Training manuals</p> <p>2.2 Projector</p> <p>2.3 Defaulter tracing register</p> <p>2.4 Stationary</p> <p>2.5 Assessment sheets</p> <p>2.6 Computer</p>
3 Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Oral</p> <p>3.2 Written</p> <p>3.3 Third party</p> <p>3.4 Case study</p> <p>3.5 Observation</p>
4 Context of Assessment	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
5 Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

COORDINATE COMMUNITY HEALTH STRATEGY

UNIT CODE: HE/OS/CH/CR/07/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to coordinate community health strategy. It involves forming community health units, training Community Health Volunteers, Managing Community Health Volunteers and committees and conducting advocacy, communication and social mobilization. It also includes managing supportive supervision

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
<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 Establish community health units</p>	<p>1.1 <i>Community health units' services</i> are determined according to national health guidelines</p> <p>1.2 Community units' boundaries are determined based on target population</p> <p>1.3 Community Health Volunteers are selected in a community baraza based on national community health guidelines</p> <p>1.4 Community Health Committees are selected in a community baraza based on community health guidelines</p> <p>1.5 <i>Roles and responsibilities of Community Health volunteers and committee</i> are defined based on health guidelines</p>
<p>2 Train Community Health Volunteers and community health committees</p>	<p>2.1 <i>Training of CHVs</i> is planned according to training needs</p> <p>2.2 Training need is identified and prepared based on community health needs</p> <p>2.3 <i>Training materials</i> are identified and gathered based on training requirements</p> <p>2.4 Training of Community Health Volunteers and Committees is conducted based on community health needs</p> <p>2.5 Updates are relayed according to the community health guidelines</p>

	2.6 Health messages are obtained based on Kenya Essential Packages for Health (KEPH)
3 Manage Community Health Volunteers and CHCs	<p>3.1 Community health annual work plan is established as per standard community health requirements</p> <p>3.2 Community Health Volunteers and CHCs register is filled and updated according to community health guidelines</p> <p>3.3 Facilitation of Community Health Workers and CHCs is done according to community health guidelines</p> <p>3.4 CHV and CHCs performance is evaluated and reported according to community health guidelines</p>
4 Conduct advocacy, communication and social mobilization	<p>4.1 Community health assessment is carried out based on health requirements</p> <p>4.2 Community health needs are identified based on health needs assessment report</p> <p>4.3 Health agenda is set based on the available policies and community health needs</p> <p>4.4 Health campaign strategies are identified based on target population and community health needs</p> <p>4.5 Implementation and evaluation are carried out based on available resources</p>
5 Manage supportive supervision	<p>5.1 Appraisal of CHVs and CHCs is conducted based on general performance</p> <p>5.2 Outstanding performance is identified and rewarded based on the set goals and objectives</p> <p>5.3 Areas of improvement are identified based on community health assessment</p> <p>5.4 Corrective action is undertaken on areas identified for improvement</p> <p>5.5 Planning for the next round is done based on community health 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
Community health units' services may include but are not limited to:	<ul style="list-style-type: none">• Water and sanitation hygiene• Advice on maternal and child health• Provision of Family planning• Growth monitoring for children under 5 years• Deworming of children• Provision of Long-Lasting Insecticide Treated Nets (LLITNs)• Management of diarrhea, injuries, wounds, jiggers and other minor illnesses• Provision of Information, Education & Communication (IEC) materials• Defaulter tracing (ART, TB and Immunization)• Referrals to health facilities• First Aid Services
Training of CHVs may include but are not limited to:	<ul style="list-style-type: none">• Basic<ul style="list-style-type: none">○ Communication○ Community health and development• Technical<ul style="list-style-type: none">○ Nutrition○ WASH○ HIV○ Malaria
Training materials may include but are not limited to:	<ul style="list-style-type: none">• Training manuals• Stationery• Flip charts• Projector• Computer

<p>Roles and responsibilities of Health volunteers and committee may include but are not limited to:</p>	<ul style="list-style-type: none"> • Community mobilization • Conducting home visits • Provide referral services • Collection of health data • Conduct community health training and education • Perform defaulter tracing • Provide essential drugs and supplies • Manage non-communicable diseases • Provide palliative care • Provide psychosocial support • Documentation
<p>Health messages may include but are not limited to:</p>	<ul style="list-style-type: none"> • Nutrition • Immunization and vaccination • Food production safety and hygiene • Family planning • HIV and Sexually Transmitted Infections (STI's) • Deworming • WASH
<p>Community health problems may include but are not limited to:</p>	<ul style="list-style-type: none"> • Alcohol-related harms • Food safety and hygiene • Healthcare-associated infections • Communicable and non-communicable disease • Injuries/Accidents • Nutrition and lifestyle diseases • Teen pregnancies • Disabilities • Drug and substance abuse
<p>Health campaign strategies may include but are not limited to:</p>	<ul style="list-style-type: none"> • Door to door • Awareness walks • Media • Posters • Community barazas and gatherings

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
- Problem-solving
- Creativity and innovation
- Basic management
 - Planning
 - Coordination
 - Monitoring
 - Evaluation
- Communication
- Interpersonal
- Report writing
- Analytical
- Advocacy
- Training

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Basic management
- Food production safety and hygiene
- Principles of microbiology and parasitology
- Principles of biochemistry
- Performance appraisal
- Community health strategies
- Training of community health volunteers
- Monitoring and evaluation
- Community health unit services
- Community health problems
- Roles and responsibilities of Health volunteers and committee
- Partnership and inter-sectoral collaborations
- Advocacy and social mobilization

EVIDENCE GUIDE

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Determined community units' boundaries and selected community health volunteers and committee 1.2 Carried out community health assessment and identified community health needs 1.3 Trained community health volunteers 1.4 Managed Community Health Volunteers and committees 1.5 Evaluated and reported CHV and committee's performance and prepared a report 1.6 Conducted advocacy, communication and social mobilization 1.7 Demonstrated understanding of partnerships and collaborations 1.8 Demonstrated understanding of community entry processes 1.9 Performed appraisal of CHVs and CHCs 1.10 Managed supportive supervision
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 A functional community health unit 2.2 Computer 2.3 Stationery 2.4 Training manuals
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Oral 3.2 Written 3.3 Case study 3.4 Observation 3.5 Third party
<p>4 Context of Assessment</p>	<p>Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.</p>
<p>5 Guidance information for assessment</p>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.</p>

MANAGE GENDER, DISABILITY AND VULNERABLE GROUPS

UNIT CODE: HE/OS/CH/CR/08/6/A

UNIT DESCRIPTION

This unit specifies the competencies required to manage gender, disability and vulnerable groups. It involves identifying vulnerable groups in the community, conducting health needs assessments, carrying out civic education, providing health care and social services linkages and managing support groups.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT These describe the key outcomes which make up workplace function (to be stated in active)	PERFORMANCE CRITERIA These are assessable statements which specify the required level of performance for each of the elements (to be stated in passive voice) <i>Bold and italicized terms are elaborated in the Range</i>
1 Identify vulnerable groups	1.1 Census data and GPS mapping are applied according to vulnerable group identification procedures 1.2 <i>Vulnerable groups</i> in the community are identified, recorded and quantified based on prevailing situation and disasters 1.3 <i>Vulnerability contributing factors</i> are determined based on community support programme 1.4 Interventions are made based on health needs and available resources. 1.5 Stakeholders and partners are involved based on identified health intervention.
2 Conduct health needs assessments	2.1 Health needs are identified based on community health needs 2.2 Health needs are prioritized based on the level of severity 2.3 Partnerships with local organizations and agencies that may already be serving vulnerable populations in the community' is identified and strengthened 2.4 Community populations and areas that may need targeting are determined based on hazard approach procedures

	<p>2.5 Action on felt needs is implemented based on available resources</p> <p>2.6 Needs of vulnerable populations are integrated into all aspects of planning and plan development according to severity of situations</p>
3 Carry out civic education	<p>3.1 Issues of interest in the community are identified according to the community needs</p> <p>3.2 Target audience are identified based on needs assessment outcome</p> <p>3.3 Civic education activity is designed according to the gaps identified</p> <p>3.4 Cohort selection is done based on health message delivery approach and community structure</p> <p>3.5 Civic educators are trained, and pilot test conducted in accordance with needs identified</p>
4 Provide health care and social services linkages	<p>4.1 Health awareness is created based on situational analysis.</p> <p>4.2 Community linkage structures formed based on scope of any existing structures and existing population</p> <p>4.3 Social protection interventions are provided according to needs assessment</p> <p>4.4 Dialogue and health action days are identified according to health status and community health needs</p> <p>4.5 Social assistance programs are initiated according to needs assessment outcome</p> <p>4.6 Services access barriers are identified and addressed in accordance with service delivery procedures</p> <p>4.7 Integrated social protection systems are expanded according to the linkages created and service requirements</p>
5 Manage support groups	<p>5.1 Integration of support groups is done based on community health service delivery</p> <p>5.2 Support group training needs are identified based on community health activities.</p> <p>5.3 Service provision is monitored according to community health needs</p> <p>5.4 Support group strategies to increase their</p>

	functionality and health is developed according to performance standard
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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
Vulnerability contributing factors may include but are not limited to:	<ul style="list-style-type: none"> • Socio-economic <ul style="list-style-type: none"> ○ Poverty ○ Malnutrition ○ Homelessness ○ Poor housing • Destitution • Religious and cultural beliefs • Political instability • Ignorance
Vulnerable groups may include but are not limited to:	<ul style="list-style-type: none"> • Children elderly people • Pregnant women • Addicts • Malnourished people • Persons with disability • Ill people/immunocompromised • Patients in need of dialysis • Migrant populations • Specialty care populations e.g. radiation/oncology clinics, methadone clinics
Needs of vulnerable populations may include but are not limited to:	<ul style="list-style-type: none"> • Basic/primary needs <ul style="list-style-type: none"> ○ Food ○ Shelter/housing ○ Clothing • Health • Water and sanitary facilities • Education • Access to information

<p>Issues of interest in the community may include but are not limited to:</p>	<ul style="list-style-type: none"> • Early pregnancies • Communicable and non-communicable diseases • Environmental Health <ul style="list-style-type: none"> ○ Solid waste management ○ Liquid waste management ○ Air pollution ○ Water and sanitation ○ Vectors, rodents and vermin control
<p>Integrated social protection systems may include but are not limited to:</p>	<ul style="list-style-type: none"> • Local administration • Learning institutions • Child protection centers • Health facilities

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
- Basic management
- Counselling
- Observation
- Basic research
- Communication
- Networking
- Analytical
- Report writing
- Interpersonal
- Advocacy
- Problem solving
- Critical thinking

Required Knowledge

The individual needs to demonstrate knowledge of:

- Primary health care
- Community needs assessment
- Sexual and reproductive health (SRH)

- Environmental Health
- Environmental health and safety laws and regulations (EMCA)
- Vulnerable groups in the community
- Health care and social services linkages
- Civic education
- Provision of social services
- Community development
- Societal support groups
- Health-threatening 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"> 1.1 Established vulnerable groups in the society 1.2 Developed vulnerable population assessment tool 1.3 Identified health problems 1.4 Conducted situational analysis and identified issues of interest in the community 1.5 Designed civic education activity and develop modules and materials 1.6 Trained Civic educators and conducted civic education 1.7 Provided health care and social services linkages 1.8 Managed support groups
2 Resource Implications	The following resources should be provided: <ul style="list-style-type: none"> 2.1 Existing project on management of vulnerable groups 2.2 Workstation 2.3 Computer 2.4 Stationery
3 Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none"> 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 3.5 Third party report
4 Context of Assessment	Competency may be assessed on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment.
5 Guidance	Holistic assessment with other units relevant to the industry

information for assessment	sector, workplace and job role is recommended.
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