REPUBLIC OF KENYA

COMPETENCY BASED CURRICULUM

FOR

COMMUNITY HEALTH ASSISTANT

LEVEL 5

KISII NATIONAL POLYTECHNIC
P.O. BOX 222-40200
KISII

DRAFT

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DRAFT

FOREWORD

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

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

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

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

PRINCIPAL, KISII NATIONAL POLYTECHNIC

PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET 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.

KISII NATIONAL POLYTECHNIC in conjunction with experts in Health Science department (HSC) have developed this curriculum.

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

I am grateful to the Council Members, Council Secretariat, Health Science Department, expert workers and all those who participated in the development of this curriculum.

Mr. DAVID MWANGI,
Secretary, Governing Council,
KISII NATIONAL POLYTECHNIC

ACKNOWLEDGMENT

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

I recognize with appreciation the role of the Health Science Trainers in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in Community Health sector for their valuable input and all those who participated in the process of developing this curriculum.

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

HEAD OF SECTION, COMMUNITY HEALTH

DANIEL N. NYAMEINO

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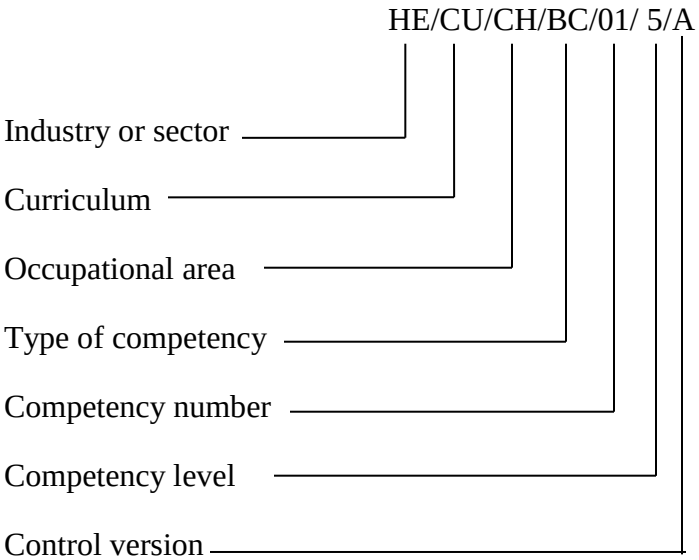
ACRONYMS

ACSM	Advocacy, Communication and Social Mobilization
ARV	Antiretroviral
BC	Basic Competency
BRFSS	Behavioural Risk Factor Surveillance Systems
CBET	Competency-Based Education and Training
CC	Common Competency
CDACC	Curriculum Development, Assessment and Certification Council
CH	Community Health
CHAs	Community Health Assistants
CHC	Community Health Committee
CHIS	Community Health Information Systems
CHNA	Community Health Needs Assessment
CHOs	Community Health Officers
CHV	Community Health Volunteers
cMPDSR	Community Maternal and perinatal death surveillance and response
CR	Core Competency
DDT	Dichloro-Diphenyl-Trichloroethane
ELISA	Enzyme-Linked Immunosorbent Assay
EMCA	Environmental Management Co-ordination Act
EMS	Environmental Management Systems
ENT	Ear, Nose and Throat
HE	Health
HSC	Health Science
HIV	Human Immunodeficiency Virus
ICCM	Integrated Community Case Management
ICT	Information communication technology
IDSR	Integrated Disease Surveillance and Response
KHIS	Kenya Health Information System

KNP	Kisii National Polytechnic
KMHFL	Kenya Master Health Facility Listing
LLITNs	Long-Lasting Insecticide Treated Nets
LSD	Lysergic Acid Diethylamide
MCH	Maternal and Child Health
MCUL	Master Community Unit Listing
MHPSS	Mental Health and Psycho-social Support
MOH	Ministry of Health
NEMA	National Environment Management Authority
ORS	Oral Rehydration Salts
OS	Occupational Standards
OSH	Occupational Safety and Health
PHOs	Public Health Officers
PMTCT	Prevention of Mother-To-Child Transmission
PRC	Post Rape Care
RDQA	Routine Data Quality Audit
RDT	Rapid Diagnostic Tests
SA	Summary Assessment
SGBV	Sexual Gender Based Violence
SOPs	Standard Operating Procedures
STI's	Sexually Transmitted Diseases
TB	Tuberculosis
TVET	Technical and Vocational Education and Training
UHC	Universal Health Coverage
UTI's	Urinary Tract Infections
WASH-	Water sanitation and hygiene
WIT	Work Improvement Team
A	Control version

KEY TO UNIT CODE



COURSE OVERVIEW

The units of competency comprising Community Health Assistant Certificate Level 5 qualification include the following:

Basic Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
HE/CU/CH/BC/01/5/A	Communication skills	25	2.5
HE/CU/CH/BC/02/5/A	Numeracy skills	40	4
HE/CU/CH/BC/03/5/A	Digital literacy	45	4.5
HE/CU/CH/BC/04/5/A	Entrepreneurial skills	70	7
HE/CU/CH/BC/05/5/A	Employability skills	50	5
HE/CU/CH/BC/06/5/A	Environmental literacy	25	2.5
HE/CU/CH/BC/07/5/A	Occupational safety and health practices	25	2.5
Total		**280**	**28**

Common Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
HE/CU/CH/CC/01/5/A	Nutrition in community health	100	10
HE/CU/CH/CC/02/5/A	Epidemiology in community health works	100	10
HE/CU/CH/CC/03/5/A	Human anatomy and physiology	150	15
HE/CU/CH/CC/04/5/A	Microbiology and parasitology in community health	120	12
Total		**470**	**47**

Core Units of Learning

Unit Code	Unit Title	Duration in Hours	Credit factor
HE/CU/CH/CR/01/5/A	Community health care	120	12
HE/CU/CH/CR/02/5/A	Community-based health care	200	20
HE/CU/CH/CR/03/5/A	Community health information systems	150	15
HE/CU/CH/CR/04/5/A	Community health linkages	180	18
HE/CU/CH/CR/05/5/A	Community health Services strategies	180	18
HE/CU/CH/CR/06/5/A	Gender, disability and vulnerable groups	150	15
	Industrial attachment	360	36
Total		**1340**	**1340**
Grand total		**2090**	**209**

The total duration of the course for an average trainee is 2090 hours including 360 hours (12 weeks) of field attachment

Entry Requirements

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

a) Kenya Certificate of Secondary Education (KCSE) mean grade D+ (plus)

Or

b) Certificate Level 4 in Community health or a related course

Or

c) Equivalent qualifications as determined by Kisii National Polytechnic

Field attachment

An individual enrolled in this course will undergo a field attachment for a period of 12 weeks in a Community Health Unit.

Assessment

The course will be assessed at two levels:

a) Internal assessment: conducted continuously by the trainer (internal assessor) who is monitored by an accredited internal verifier.

b) External assessment: conducted by an accredited external assessor who is monitored by an accredited external verifier.

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

Certification

An individual will be awarded a Certificate of Competency on demonstration of competence in a unit of competency. To be awarded Certificate in Community Health Certificate Level 5, an individual must demonstrate competence in all the units of competency.

These certificates will be awarded by the Kisii National Polytechnic.

BASIC UNITS OF LEARNING

COMMUNICATION SKILLS

UNIT CODE: HE/CU/CH/BC/01/5/A

Relationship to Occupational Standards
This unit addresses the unit of competency: Demonstrate communication skills

Duration of Unit: 25 hours

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

Summary of Learning Outcomes

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Meet communication needs of clients and colleagues	• Communication process • Modes of communication • Medium of communication • Effective communication • Barriers to communication • Flow of communication • Sources of information • Organizational policies • Organization requirements for written and electronic communication methods • Report writing	• Observation • Oral

	• Effective questioning techniques (clarifying and probing) • Workplace etiquette • Ethical work practices in handling communication • Active listening • Feedback • Interpretation • Flexibility in communication	
2. Contribute to the development of communication strategies	• Dynamics of groups • Styles of group leadership • Openness and flexibility in communication • Communication skills relevant to client groups	• Written • Observation
3. Conduct interviews	• Types of interview • Establishing rapport • Facilitating resolution of issues • Developing action plans	• Written • Observation
4. Facilitate group discussions	• Identification of communication needs • Dynamics of groups • Styles of group leadership • Presentation of information • Encouraging group members participation • Evaluating group communication strategies	• Written • Observation
5. Represent the organization	• Presentation techniques • Development of a presentation • Multi-media utilization in presentation • Communication skills relevant to client groups	• Observation • Written

Suggested Delivery Methods

- Interview
- Role playing
- Observation
- Viewing of related videos

Recommended Resources

- Desktop computers/laptops
- Internet connection
- Projectors
- Telephone

NUMERACY SKILLS

UNIT CODE: HE/CU/CH/BC/02/5/A

Relationship to Occupational Standards:
This unit addresses the unit of competency: Demonstrate numeracy skills

Duration of Unit: 40 hours

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

Summary of Learning Outcomes

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Calculate with whole numbers and familiar fractions, decimals and percentages for work	▪ Interpretation of whole numbers, fractions, decimals, percentages and rates ▪ Calculations involving several steps	• Oral • Written • Practical test • Observation

	▪ Calculation with whole numbers and routine or familiar fractions, decimals and percentages ▪ Conversion between equivalent forms of fractions, decimals and percentages ▪ Application of order of operations to solve multi-step calculations ▪ Application of problem solving strategies ▪ Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task ▪ Use of formal and informal mathematical language and symbolism to communicate the result of a task	
2. Estimate, measure and calculate with routine metric measurements for work	▪ Selection and interpretation of measurement information in workplace tasks and texts ▪ Identification and selection of routine measuring equipment ▪ Estimation and making measurements using correct units ▪ Estimation and calculation using routine measurements ▪ Performing conversions between routinely used metric units ▪ Using problem solving processes to undertake tasks ▪ Recording information using mathematical language and symbols	• Oral • Written • Practical test • Observation
3. Use routine maps and plans for work	▪ Identification of features in routine maps and plans ▪ Symbols and keys used in routine maps and plans	• Oral • Written • Practical test • Observation

	▪ Identification and interpretation of orientation of map to North ▪ Demonstrate understanding of direction and location ▪ Apply simple scale to estimate length of objects, or distance to location or object ▪ Give and receive directions using both formal and informal language	
4. Interpret, draw and construct 2D and 3D shapes for work	▪ Identify two dimensional shapes and routine three dimensional shapes in everyday objects and in different orientations ▪ Explain the use and application of shapes ▪ Use formal and informal mathematical language and symbols to describe and compare the features of two dimensional shapes and routine three dimensional shapes ▪ Identify common angles ▪ Estimate common angles in everyday objects ▪ Use formal and informal mathematical language to describe and compare common angles ▪ Use common geometric instruments to draw two dimensional shapes ▪ Construct routine three dimensional objects from given nets	
5. Interpret routine tables, graphs and charts for work	▪ Identify routine tables, graphs and charts in predominately familiar texts and contexts ▪ Identify common types of graphs and their different uses	• Oral • Written • Practical test • Observation

	▪ Identify features of tables, graphs and charts ▪ Locate specific information ▪ Perform calculations to interpret information ▪ Explain how statistics can inform and persuade ▪ Identify misleading statistical information ▪ Discuss information relevant to the workplace	
6. Collect data and construct routine tables and graphs for work	▪ Identify features of common tables and graphs ▪ Identify uses of **different tables and graphs** ▪ Determine data and variables to be collected ▪ Determine audience ▪ Select a method to collect data ▪ Collect data ▪ Collate information in a table ▪ Determine suitable scale and axes ▪ Draft and draw graph to present information ▪ Check that data meets the expected results and context ▪ Report or discuss information using formal and informal mathematical language	• Oral • Written • Practical test • Observation
7. Use basic functions of calculator	▪ Identify and use keys for **basic functions on a calculator** ▪ Calculate using whole numbers, money and routine decimals and percentages ▪ Calculate with routine fractions and percentages ▪ Apply order of operations to solve multi-step calculations	• Oral • Written • Practical test • Observation

	▪ Interpret display and record result ▪ Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task ▪ Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task	

Suggested Delivery Methods

- Group discussions
- Demonstration by trainer
- Practical work by trainee
- Exercises

Recommended Resources

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

DIGITAL LITERACY

UNIT CODE: HE/CU/CH/BC/03/5/A

Relationship to Occupational Standards
This unit addresses the Unit of Competency: Demonstrate digital literacy

Duration of Unit: 45 hours

Unit Description
This unit describes competencies required to use a computer and other digital devices for the purposes of communication, work performance and management at the workplace.

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

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify computer hardware and software	• Concepts of ICT • Functions of ICT • History of computers • Components of a computer • Classification of computers	• Written tests • Oral presentation • Observation
2. Apply security measures to data, hardware and software	• Data security and control • Security threats and control measures • Types of computer crimes • Detection and protection against computer crimes • Laws governing protection of ICT	• Written tests • Oral presentation • Observation • Project

3. Apply computer software in solving tasks	• Operating system • Word processing • Spread sheets • Data base design and manipulation • Data manipulation, storage and retrieval	• Oral questioning • Observation • Project
4. Apply internet and email in communication at workplace	• Computer networks • Network configurations • Uses of internet • Electronic mail (e-mail) concept	• Oral questioning • Observation • Oral presentation • Written report
5. Apply desktop publishing in official assignments	• Concept of desktop publishing • Opening publication window • Identifying different tools and tool bars • Determining page layout • Opening, saving and closing files • Drawing various shapes using DTP • Using colour pellets to enhance a document • Inserting text frames • Importing and exporting text • Object linking and embedding • Designing of various publications • Printing of various publications	• Oral questioning • Observation • Oral presentation • Written report • Project
6. Prepare presentation packages	• Types of presentation packages • Procedure of creating slides • Formatting slides • Presentation of slides • Procedure for editing objects	• Oral questioning • Observation • Oral presentation • Written report • Project

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

- Project
- Group discussions

Recommended Resources

- Desk top computers
- Laptop computers
- Other digital devices
- Printers
- Storage devices
- Internet access
- Computer software

ENTREPRENEURIAL SKILLS

UNIT CODE: HE/CU/CH/BC/04/5/A

Relationship to occupational standards

This unit addresses the unit of competency: Demonstrate entrepreneurial skills
Duration of unit: 70 hours
Unit description

Unit description
This unit describes the competencies critical to demonstration of entrepreneurial aptitudes. It involves, developing business innovation strategies, developing new markets, customer base, expanding employed capital and undertaking regional/county expansion while retaining motivated staff.

Summary of Learning Outcomes

1. Develop business innovation strategies
2. Develop new products/ markets
3. Expand customers and product lines
4. Motivate all staff/workers
5. Expand employed capital base
6. Undertake regional/county business expansion

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Develop business Innovation strategies	❑ Innovation in business ❑ Business innovation strategies ❑ Creativity for business development ❑ New technologies in entrepreneurship ❑ Linkages with other entrepreneurs ❑ Setting strategic directions ❑ New ideas and approaches ❑ Entrepreneurial skills development ❑ Market trends ❑ Monitoring and anticipating market trends	❑ Observation ❑ Case studies ❑ Individual/group assignments Projects ❑ Written ❑ Oral

	❑ Products and processes in entrepreneurship ❑ Business conventions ad exhibitions ❑ Business growth refocus	
2. Develop new products/ markets	❑ Feasibility study for new products ❑ Identifying new sources of raw material and resources ❑ New target markets/customers ❑ Increasing products and services ❑ Marketing improvement ❑ Intrapreneurship and business growth	❑ Observation ❑ Case studies ❑ Individual/group assignments ❑ Projects ❑ Written ❑ Oral
3. Expand customers and product lines	❑ Market demand ❑ Regulatory environment ❑ Creating product and services competitive advantages ❑ Creating royal client base ❑ Identifying and maintain new customers and markets ❑ Advance product/ service promotions ❑ Advance market expansion ❑ Small business records management ❑ Book keeping and auditing for small businesses ❑ Computer application software and programmes ❑ ICT in customer and product diversification	❑ Oral ❑ Observation ❑ Case studies ❑ Individual/group assignments ❑ Projects ❑ Written
4. Motivate staff/workers	❑ Motivation of workers `Communication at workplace for motivation purpose ❑ Problem solving ❑ Conflict resolution at place of work ❑ Good staff/workers relation ❑ Team building and team work ❑ Staff development and enhancement	❑ Observation ❑ Case studies ❑ Individual/group assignments ❑ Projects ❑ Written

	❑ Culture of continuous improvement	
5. Expand employed capital base	❑ Employed capital in business ❑ Business share holdings ❑ Types of shares ❑ Shares diversification ❑ Role of shareholders ❑ Entrepreneurship ❑ Increasing products and services	❑ Observation ❑ Case studies ❑ Individual/group assignments ❑ Projects ❑ Written ❑ Oral
6. Undertake county/ regional business expansion	❑ Region/ county identification process ❑ Regional/ county laws and regulation ❑ Business regional/county expansion ❑ Regional/ County business expansion ❑ Innovation in business ❑ Business expansion and diversification ❑ Resources for regional/county expansion ❑ Small business Strategic Plan ❑ Computer software in business development ❑ ICT and business growth	❑ Observation ❑ Case studies ❑ Individual/group assignments ❑ Projects ❑ Written ❑ Oral

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practice by trainee
- Role play
- Case study

Recommended Resources

- Case studies for small businesses
- Business plan templates
- Laptop/ desktop computers
- Internet
- Telephone
- Writing materials

EMPLOYABILITY SKILLS

UNIT CODE: HE/CU/CH/BC/05/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Demonstrate employability skills

Duration of Unit: 50 hours

Unit Description

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

Summary of Learning Outcomes

1. Conduct self-management
2. Demonstrate interpersonal communication
3. Demonstrate critical safe work habits
4. Lead small teams
5. Plan and organize work
6. Maintain professional growth and development
7. Demonstrate workplace learning
8. Demonstrate problem solving skills
9. Demonstrate workplace ethics

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct self-management	• Self-awareness • Formulating personal vision, mission and goals • Strategies for overcoming life challenges • Emotional intelligence • Assertiveness versus aggressiveness • Expressing personal thoughts, feelings and beliefs	• Observation • Written • Oral interview • Third party report

	• Developing and maintaining high self-esteem • Developing and maintaining positive self-image • Articulating ideas and aspirations • Accountability and responsibility • Good work habits • Self-awareness • Self-development • Financial literacy • Healthy lifestyle practices	
2. Demonstrate interpersonal communication	• Meaning of interpersonal communication • Listening skills • Types of audience • Writing skills • Reading skills • Meaning of empathy • Understanding customers' needs • Establishing communication networks • Sharing information	• Observation • Written • Oral interview • Third party report
3. Demonstrate critical safe work habits	• Stress and stress management • Punctuality and time consciousness • Leisure • Integrating personal objectives into organizational objectives • Resources utilization • Setting work priorities • HIV and AIDS • Drug and substance abuse • Handling emerging issues	• Observation • Written • Oral interview • Third party report
4. Lead a small team	• Leadership qualities • Team building	• Observation • Oral interview

	• Determination of team roles and objectives • Team performance indicators • Responsibilities in a team • Forms of communication • Complementing team activities • Gender and gender mainstreaming • Human rights • Maintaining relationships • Conflicts and conflict resolution	• Written • Third party report
5. Plan and organize work	• Functions of management ✓ Planning ✓ Organizing • Time management • Decision making process • Task allocation • Evaluating work activities • Resource utilization • Problem solving • Collecting and organising information	• Observation • Oral interview • Written • Third party report
6. Maintain professional growth and development	• Opportunities for professional growth • Assessing training needs • Licenses and certifications for professional growth and development • Pursuing personal and organizational goals • Identifying work priorities • Recognizing career advancement	• Observation • Oral interview • Written • Third party report
7. Demonstrate workplace learning	• Managing own learning • Contributing to the learning community at the workplace • Cultural aspects of work	• Observation • Oral interview • Written • Third party report

	• Variety of learning context • Application of learning • Safe use of technology • Identifying opportunities • Generating new ideas • Workplace innovation • Performance improvement • Handling emerging issues • Future trends and concerns in learning	
8. Demonstrate problem solving skills	• Problem identification • Problem solving • Application of problem-solving strategies • Resolving customer concerns	• Observation • Oral interview • Written • Third party report
9. Demonstrate workplace ethics	• Meaning of ethics • Ethical perspectives • Principles of ethics • Values and beliefs • Ethical standards • Organization code of ethics • Common ethical dilemmas • Organization culture • Corruption, bribery and conflict of interest • Privacy and data protection • Diversity, harassment and mutual respect • Financial responsibility/accountability • Etiquette • Personal and professional integrity • Commitment to jurisdictional laws • Emerging issues in ethics	• Observation • Oral interview • Written • Third party report

Suggested Methods of Delivery

- Instructor lead facilitation of theory
- Demonstrations
- Simulation/Role play
- Group Discussion
- Presentations
- Projects
- Case studies
- Assignments

Recommended Resources

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

ENVIRONMENTAL LITERACY

UNIT CODE: HE/CU/CH/BC/06/5/A

Relationship to Occupational Standards
This unit addresses the unit of competency: Demonstrate environmental literacy

Duration of Unit: 25 hours

Unit Description
This unit describes the competencies required to control environmental hazard, control environmental pollution, comply with workplace sustainable resource use, evaluate current practices in relation to resource usage, identify environmental legislations/conventions for environmental concerns, implement specific environmental programs and monitor activities on environmental protection/programs.

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

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Control environmental hazard	• Purposes and content of Environmental Management and Coordination Act 1999 • Purposes and content of Solid Waste Act • Storage methods for environmentally hazardous materials • Disposal methods of hazardous wastes • Types and uses of PPE in line with environmental regulations • Occupational Safety and Health Standards (OSHS)	• Written questions • Oral questions • Observation of work procedures

2. Control environmental Pollution control	• Types of pollution • Environmental pollution control measures • Types of solid wastes • Procedures for solid waste management • Different types of noise pollution • Methods for minimizing noise pollution	• Written questions • Oral questions • Observation of work procedures • Role play
3. Demonstrate sustainable resource use	• Types of resources • Techniques in measuring current usage of resources • Calculating current usage of resources • Methods for minimizing wastage • Waste management procedures • Principles of 3Rs (Reduce, Reuse, Recycle) • Methods for economizing or reducing resource consumption	• Written questions • Oral questions • Observation of work procedures • Role play
4. Evaluate current practices in relation to resource usage	• 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 of current work processes to access information and data • Identification of areas for improvement	• Written questions • Oral questions • Observation of work procedures • Role play
5. Identify Environmental legislations/conventions for environmental concerns	• Environmental issues/concerns • Environmental legislations /conventions and local ordinances • Industrial standard /environmental practices • International Environmental Protocols (Montreal, Kyoto) • Features of an environmental strategy	• Written questions • Oral questions • Observation of work procedures
6. Implement specific environmental programs	• Community needs and expectations • Resource availability • 5 s of good housekeeping	• Written questions • Oral questions

	• Identification of programs/Activities • Setting of individual roles /responsibilities • Resolving problems /constraints encountered • Consultation with stakeholders	• Observation of work procedures • Role play
7. Monitor activities on Environmental protection/Programs	• Periodic monitoring and Evaluation of activities • Gathering feedback from stakeholders • Analysing data gathered • Documentation of recommendations and submission • Setting of management support systems to sustain and enhance the program • Monitoring and reporting of environmental incidents to concerned /proper authorities	• Oral questions • Written tests • Practical test • Observation

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Environmental Management and Coordination Act 1999
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE)
- ISO standards
- Ccompany environmental management systems (EMS)
- Montreal Protocol
- Kyoto Protocol

OCCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HE/CU/CH/BC/07/5/A

Relationship to Occupational Standards
This unit addresses the unit of competency: Demonstrate occupational safety and health practices

Duration of Unit: 25 hours
Unit Description
This unit describes the competencies required to comply with regulatory and organizational requirements for occupational safety and health.

Summary of Learning Outcomes
1. Identify workplace hazards and risk
2. Identify and implement appropriate control measures to hazards and risks
3. Implement OSH programs, procedures and policies/guidelines

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Identify workplace hazards and risks	• Identification of hazards in the workplace and/or the indicators of their presence • Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by • Authorized personnel or agency • Gathering of OHS issues and/or concerns raised	• Oral questions • Written tests • Observation of trainees identify hazards and risks
2. Identify and implement appropriate control measure to hazards and risks	• Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented • Appropriate risk controls based on result of OSH hazard evaluation is recommended	• Oral questions • Written tests • Practical test • Observation of implementation of control measures

	• Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures	
3. Implement OSH programs, procedures and policies/guidelines	• Providing information to work team about company OHS program, procedures and policies/guidelines • Participating in implementation of OSH procedures and policies/ guidelines • Training of team members and advice on OSH standards and procedures • Implementation of procedures for maintaining OSH-related records	• Oral questions • Written tests • Practical test • Observation

Suggested Delivery Methods

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos

Recommended Resources

- Standard operating and/or other workplace procedures manuals
- Specific job procedures manuals
- Machine/equipment manufacturer's specifications and instructions
- Personal Protective Equipment (PPE) e.g.
  - ✓ Mask
  - ✓ Face mask/shield
  - ✓ Safety boots
  - ✓ Safety harness
  - ✓ Arm/Hand guard, gloves
  - ✓ Eye protection (goggles, shield)

- ✓ Hearing protection (ear muffs, ear plugs)
- ✓ Hair Net/cap/bonnet
- ✓ Hard hat
- ✓ Face protection (mask, shield)
- ✓ Apron/Gown/coverall/jump suit
- ✓ Anti-static suits
- ✓ High-visibility reflective ve

COMMON UNITS OF LEARNING

NUTRITION IN COMMUNITY HEALTH

UNIT CODE: HE/CU/CH/CC/01/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Apply nutrition in community health

Duration of Unit: 100 hours

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.

Summary of Learning Outcomes

1. Assess food nutrition and security
2. Apply nutrition in Human development
3. Apply nutrition in disease management

Learning Outcomes, Content and Suggested Assessment Methods:

Learning Outcome	Content	Suggested Assessment Methods
1 Apply nutrition in Human development	❑ Definition of terms ❑ Determination of nutrition in human development ❑ Factors affecting human nutritional needs ❑ Identification of vulnerable groups in food nutrition o Children o Pregnant women o Lactating mothers o Geriatrics o Adolescents o High Impact Nutrition Intervention o Integrated management of acute malnutrition	❑ Oral questioning ❑ Practical tests ❑ Observation

	○ Maternal Infant Young Child Nutrition	
2 Apply nutrition in disease management	❑ Definition of terms ❑ Identification and assessment of nutrition related conditions ○ Anthropometric measures ○ Weighing scale ○ Mid Upper Arm Circumference tape ○ Height board ❑ Determination of therapeutic nutrition requirements ○ Supplements ❑ Identification of nutrition care stages ❑ Nutrition management in chronic diseases	❑ Observation ❑ Practical tests ❑ Oral questioning
3 Assess food nutrition and security	❑ Definition of terms and importance of food security and nutrition ❑ Indicators and levels of food security ❑ Determinants of food security ❑ Food security interventions ○ Localization of food nutrients ○ Food fortification ❑ Roles of stakeholders in food security ❑ Emerging issues and trends in food and nutrition security ○ Policies	❑ Observation ❑ Oral questioning ❑ Written tests

Suggested Methods of Delivery

- Demonstration by trainer
- Field work
- Relevant video shows

- Group discussions
- Projects

Recommended Resources

- Documented data on nutrition
- Computers and internet connectivity
- Stationery
- Presentation charts
- Flip charts
- Standard manuals
- Food plates
- Food basket
- Anthropometric measurements

EPIDEMIOLOGY IN COMMUNITY HEALTH

UNIT CODE: HE/CU/CH/CC/02/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: apply epidemiology in community health.

Duration of Unit: 100 hours

Unit Description

This unit specifies the competencies required to apply epidemiology in community health. It involves conducting disease surveillance, carrying out population screening and monitoring disease occurrence. It also includes utilizing epidemiology data in community health.

Summary of Learning Outcomes

1 Conduct disease surveillance
2 Carry out population screening
3 Monitor disease occurrence
4 Utilize epidemiology data

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Conduct disease surveillance	❑ Concepts of disease surveillance o Epidemiology o Disease surveillance o Frequency measures o Mortality o Epidemic o Endemic ❑ Planning disease surveillance system ❑ Identification of data collection methods ❑ Carrying out disease surveillance o Disease surveillance systems in Kenya ❑ Preparation and dissemination of disease surveillance report	❑ Written tests ❑ Oral ❑ Practical/Projects

2	Carry out population screening	❑ Carrying out population screening needs assessment ❑ Development of population screening plan ❑ Carrying out population screening ❑ Preparation and dissemination of population screening report	❑ Written tests ❑ Oral ❑ Practical/Projects
3	Monitor disease occurrence	❑ Notification of disease occurrences ❑ Planning for disease surveillance ❑ Notifiable diseases in Kenya ❑ Reporting and referral of cases	❑ Written tests ❑ Oral ❑ Practical/Projects
4	Utilize epidemiology data	❑ Community health diagnosis o Steps in community health diagnosis ❑ Determination and control of community diseases ❑ Determination of acceptable health interventions	❑ Written tests ❑ Oral ❑ Practical/Projects

Suggested Delivery Methods

- Demonstration by trainer
- Practical work by trainee
- Demonstration videos
- Projects
- Group discussions

Recommended Resources

- Computers
- Flip charts
- Relevant manuals
- MOH Reporting tools (MOH 505 IDSR Weekly Epindemic Monitoring form).
- Past publications on epidemiology
- Analysis software

HUMAN ANATOMY AND PHYSIOLOGY

UNIT CODE: HE/CU/CH/CC/03/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Apply human anatomy and physiology in community health works

Duration of Unit: 150 Hours

Unit Description

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

Summary of Learning Outcomes

1 Classify human body systems
2 Determine common disorders of human body systems
3 Apply human anatomy in primary health care

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Classify human body systems	❑ Definition of terms ❑ Identification of human body systems ❑ Structure of human body systems ❑ Functions of human body systems	❑ Written tests ❑ Oral ❑ Practical tests/Project
2. Determine common disorders of human body systems	❑ Definition of terms ❑ Identification and categorization of human disorders ❑ Identification of emerging issues	❑ Written tests ❑ Oral ❑ Practical tests/Project
3. Apply human anatomy in primary health care	❑ Definition of terms ❑ Identification of common diseases	❑ Written tests ❑ Oral

	❑ Making referrals o Referral structure	❑ Practical tests/Project

Suggested Delivery Methods

- Demonstration by trainer
- Practical work by trainee
- Demonstration videos
- Projects
- Trainee group discussions

Recommended Resources

- Computer
- Laboratory equipment and apparatus
- Laboratory facility
- Dummies/ cadavers
- Stationery
- First aid kit
- Overalls
- Flip charts
- Internet connectivity
- Referral tools
- Gloves

MICROBIOLOGY AND PARASITOLOGY IN COMMUNITY HEALTH

UNIT CODE: HE/CU/CH/CC/04/5/A

Relationship to Occupational Standards

This unit addresses the unit of competency: Apply microbiology and parasitology in community health

Duration of Unit: 120 Hours

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.

Summary of Learning Outcomes

1 Identify common parasites and microbes
2 Determine life cycle of microbes and parasites
3 Determine microbial and parasitic diseases
4 Apply parasitology and microbiology in disease prevention and control

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Identify common parasites and microbes	❑ Definition of terms ❑ Types of human parasites ❑ Identification of parasites and microbe's hosts ❑ Examination of microbes and parasites ❑ Interpretation and recording of microbes and parasites ❑ Classification of parasites and microbes	❑ Written tests ❑ Oral ❑ Practical tests/Project
2 Determine life cycle of microbes and parasites	❑ Definition of terms ❑ Identification of sites of hosts for parasites and microbes	❑ Written tests ❑ Oral ❑ Practical tests/Project

	❑ Determination of conditions of microbial growth ❑ Identification of phases of microbial and parasitic growth	
3 Determine microbial and parasitic diseases	❑ Common types of microbial and parasitic diseases ❑ Determination of signs and symptoms of microbial and parasitic diseases ❑ Identification of disease-causing organisms ❑ Modes of disease transmission ❑ Risk factors in disease transmission	❑ Written tests ❑ Oral ❑ Practical tests/Project
4 Apply parasitology and microbiology in disease prevention and control findings	❑ Disease prevention and control measures ❑ Determination of disease incidence and prevalence ❑ Monitoring and regulation of parasitic and microbial diseases	❑ Written tests ❑ Oral ❑ Practical tests/Project

Suggested Delivery Methods

- Demonstration by trainer
- Practical work by trainee
- Demonstration videos
- Projects
- Trainee group discussions

Recommended Resources

- Computer
- Laboratory testing apparatus and equipment
- Laboratory facility
- Stationery
- PPE
    - Safety boots
    - Goggles
    - Dust coats

- First aid kit
- Overalls

CORE UNITS OF LEARNING

COMMUNITY HEALTH CARE

UNIT CODE: HE/CU/CH/CR/01/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: monitor community health care

Duration of Unit: 120 Hours

Unit Description

This unit specifies the competencies required to monitor 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, child and adolescent health.

Summary of Learning Outcomes

1. Plan for community health education
2. Conduct community health education
3. Manage common ailments and minor injuries
4. Carry out community disease surveillance
5. Manage essential drugs and supplies for CHV kits
6. Manage maternal, new born, child and adolescent health

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	**Content**	**Suggested Assessment Methods**
1 Plan for community health education	○ Concepts and principles of primary health care ○ Definitions ○ Community entry process ○ Identification of geographical area ○ Community entry ○ Identification and briefing of local authorities, health management and providers ○ Community health needs assessment	❑ Written tests ❑ Observation ❑ Case study ❑ Oral questions ❑ Third party report ❑ Teach back methods

	○ Identification and documentation of training needs ○ Identification of target population and geographical area ○ Identification and preparation of training tools and materials ○ Identification and training of ToTs ○ Participatory methods and facilitation skills in community health ▪ Ad hoc learning ▪ Facilitation methods and skills ▪ Managing a facilitation session	
2 Conduct community health education	○ Determination and sharing of community health education objectives ○ Identification and assigning of roles and responsibilities ○ Distribution of training materials and tools ○ Conducting community health training and education ○ Preparation and sharing of training and education report	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
3 Manage common ailments and minor injuries	❑ Determination and location of patients with common ailments and minor injuries ❑ Conducting home visits ○ Interpersonal communication ❑ Clinical assessment of patients ❑ Causes of common ailments and injuries ❑ Disease management ❑ Patients' referral ❑ Management methods of minor injuries and illnesses	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report

		▪ Psychosocial and cultural factors	
4	Carry out community disease surveillance	❑ Determination of areas of interest in health sector o Notifiable diseases in Kenya ❑ Determination of surveillance systems objectives ❑ Design and implementation of surveillance systems ❑ Disease surveillance resources ❑ Health information providers ❑ Collection and analysis of health data ❑ Preparation and dissemination of disease surveillance report ❑ Determination of health status and behaviour	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
5	Manage essential drugs and supplies for CHV kits	❑ CHV Kits o Essential drugs ❑ Forecasting o Determination and approximation of drugs and supplies for CHVs ❑ Preparation and maintenance of database of essential drugs and supplies ❑ Identification and provision of essential drugs and supplies ❑ Utilization of essential drugs and supplies o Type of drugs o When, where and how to use drugs ❑ Maintenance of stock of essential drugs and supplies o Storage and safe disposal of essential drugs	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
6	Manage maternal, new born, child and adolescent health	❑ Identification of maternal, new born, child and adolescent's issues o Community Antenatal Care o Skilled delivery	❑ Written tests ❑ Observation ❑ Oral questions

	○ Immunization ○ Nutrition ○ Family planning ○ Youth friendly services ❑ Identification and assessment of mother and child handbook ❑ Determination of necessary health actions ❑ Identification of areas for improvement in maternal, new born, child and adolescent health ○ Nurturing Care ○ Kangaroo Mother Care ❑ Community Maternal and perinatal death surveillance and response (cMPDSR) ○ Identification and Notification of maternal and perinatal deaths ❑ Preparation and dissemination of report	❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources:

- Computers
- Standard manuals/SOPs
- Projectors
- Flip charts
- PPEs
- Training manuals
- Charts with presentations of data
- Internet

- Relevant videos
- Printers
- Drug supplies and materials for CHVs
- Mother and child booklet
- Maternal and Perinatal death notification forms
- MOH 519 (Community Verbal Autopsy form)
- Community health information system tools

COMMUNITY-BASED HEALTH CARE

UNIT CODE: HE/CU/CH/CR/02/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: conduct community-based health care

Duration of Unit: 200 hours

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

Summary of Learning Outcomes

1. Perform community based-health care
2. Manage HIV and TB prevalence
3. Provide mental health and psychosocial support
4. Conduct Integrated Community Case Management (ICCM)
5. Manage malaria disease
6. Execute psycho-active drugs demand reduction

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	**Content**	**Suggested Assessment Methods**
1 Perform community based-health care	❑ Definition of terms and key concepts in community-based health care ❑ Planning for community-based health care ❑ Determination of community-based health care services o Community health service providers o Provision of palliative care needs o Access to health care services o Community referrals ❑ Community disaster preparedness and management	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

2 Manage HIV and TB	❑ Concepts of HIV ○ Definition of HIV/AIDS ○ Transmission of HIV ○ Myths and misconceptions ❑ Assessment of HIV risk ○ Community Prevention with Positives (PwP) ❑ Provision of HIV testing and counselling services for communities ❑ Care, treatment and support ○ Community prevention of mother to child transmission ○ Adherence to ARV treatment ▪ ARV defaulter tracing ○ Monitoring ARV interactions ○ Support groups ❑ Positive living ❑ Home based care ❑ Key populations in HIV ❑ Situational analysis of HIV ❑ Introduction to TB ❑ Risk factors for tuberculosis ❑ Mode of TB transmission ❑ Diagnosis of TB ❑ Treatment of TB ❑ Adherence to TB treatment ○ TB drug interrupters ❑ Drug resistant tuberculosis ❑ Community based TB care ○ Community direct observation treatment ❑ TB HIV co-infection	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report

		❑ Discrimination and stigmatization in HIV and TB patients ❑ Community referral	
3	Provide mental health, psychosocial support	❑ Definition of terms ❑ Mental health policies ❑ Assessment of patients with mental illness ❑ Provision of emotional and psychosocial support ❑ Integration of mental support systems ❑ Referral for patients with mental health ❑ Protection and provision of mental patients' rights and equity	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
4	Conduct integrated community case management (ICCM)	❑ Key concepts in ICCM ❑ Care seeking and communication skills in the community ❑ Identification of child illnesses and mortality o Cough o Fever o Diarrhoea o Convulsion o Vomiting o Difficulty feeding or drinking ❑ Signs of child illness o Fast breathing o Chest indrawing o Unusually sleepy child o Severe malnutrition ❑ Referral and treatment of children	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
5	Manage malaria and zoonotic diseases	❑ Introduction to malaria ❑ Uncomplicated malaria ❑ Severe malaria ❑ Testing for malaria ❑ Malaria in pregnancy ❑ Keeping rapid diagnostics tests and AL Safe	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

	❑ Prevention and control of malaria ❑ Introduction to zoonotic diseases ❑ Prevention and control of zoonotic diseases	
6 Execute psycho-active drugs demand reduction	❑ Introduction to psycho-active drugs ❑ Identification of psycho-active drugs ❑ Psycho-active drugs need assessment ❑ Implementation of psycho-active drugs demand reduction strategies ❑ Monitoring psycho-active drugs use ❑ Preparation and dissemination of monitoring report	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources:

- Diagnostic tools and equipment
- Computers
- SOPs
- Projectors
- Flip charts
- Stationary
- Relevant charts
- Internet connectivity
- Relevant videos
- Thermometer
- Mid upper arm circumference tape

- Weighing scale
- Referral tools
- Community referral form
- Sick child recording form
- RDT Kit
- Drugs
- ORS, Zinc
- 500 ml containers

MAINTAINANCE OF COMMUNITY HEALTH INFORMATION SYSTEMS

UNIT CODE: HE/CU/CH/CR/03/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: maintain community health information systems

Duration of Unit: 150 hours

Unit Description

This unit specifies the competencies required to maintain community health information systems**.** It involves preparing for CHIS performance assessment, carrying out CHIS performance assessment, Conduct community Routine data quality audit and utilizing community Health Information System (CHIS). It also entails generating master community unit list information

Summary of Learning Outcomes

1. Prepare for CHIS performance assessment
2. Carry out CHIS performance assessment
3. Conduct community Routine data quality audit
4. Utilize community health information system
5. Generate master community unit list information

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Prepare for CHIS performance assessment	❑ Identification of CHIS training needs ❑ Carrying out of CHIS training ❑ Assessment of existing community health information systems ❑ Analysis of CHIS ❑ Preparation of CHIS report ❑ Determination of methods of health data collection ❑ Determination of required resources	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report
2 Carry out CHIS performance assessment	❑ Distribution of data collection resources ❑ Analysis of data on health indicators	❑ Written tests ❑ Observation ❑ Oral questioning

	❑ Preparation and dissemination of CHIS assessment report ❑ Identification of CHIS needs ❑ Determination of CHIS improvement areas o Work improvement teams (WIT)	❑ Third party report
3 Conduct community Routine Data Quality Audit (RDQA)	❑ Determining the purpose of the community Routine Data Quality Audit. ❑ Selection of levels and sites to be included (depending on resources and time) ❑ Identification of indicators, data sources and reporting period. ❑ Conducting site visits. o Data collection sheets o Setting Up your Workbook o Data Collection Forms o Data Verifications at the Service Delivery Sites o Data Verifications at the Aggregation Sites o Combining results from multiple workbooks ❑ Reviewing outputs and findings o Analyzing your results o Verification Factor o System Assessment Score o Cross Check Results	

	○ Summary of System Assessment (SA) Comments ❑ Development of a system strengthening plan, including follow-up actions.	
4 Utilize community health information system	❑ Identification and distribution of CHIS tools ❑ Carrying out of spot-checks ❑ Analysis of community health data ❑ Preparation and dissemination community health report ○ Community dialogue ○ Review meetings ❑ Undertaking of reviews and updates ❑ Capacity building to improve health information	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
5 Generate master community unit list information	❑ Determination of community health unit details ○ Name of community health unit ○ Link health facility ○ Population served ○ Number of community health volunteers ○ Number of community health assistants ○ Contacts ○ Services ❑ Linking community health unit to Kenya Master Health Facility List (KMHFL) ❑ Reviews and updates of master community unit listing	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

Suggested Methods of Delivery:

- Direct instruction
- Project
- Case studies
- Field trips/ site visit
- Computer aided learning

- Group discussions
- Demonstration by trainer
- Practice by the trainee
- Relevant video shows

List of Recommended Resources

- Computer
- Relevant software
- Standard manuals
- Stationaries
- Workstation
- Flip charts
- Journals
- Surveying tools
- Internet
- MOH reporting tools
- Data quality audit tools

COMMUNITY HEALTH LINKAGES

UNIT CODE: HE/CU/CH/CR/04/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: conduct community health linkages

Duration of Unit: 180 hours

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 carrying out social mobilization and participation. It also includes advocating enrolment in health insurance scheme.

Summary of Learning Outcomes

1. Coordinate community access to health services
2. Conduct integrated outreach programs
3. Establish community health partnerships
4. Carry out social mobilization and participation
5. Advocate enrolment to health insurance scheme

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Coordinate community access to health services	❑ Identification of community health needs ❑ Identification of target population ❑ Identification of nature of health service programs ❑ Community mobilization ❑ Identification and analysis of community health defaulter tracing system o Routine updating and review of defaulter tracing registers o Identification and interpretation of defaulters ❑ Health access linkages	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

	❑ Coordination and maintenance of referral cases	
2 Conduct integrated community outreach programs	❑ Development of integrated community health outreach plan ❑ Identification of integrated community-outreach program centres and geographical areas o Acquisition of legal requirements o Identification of health outreach teams and community health volunteers o Assembling, preparation and distribution of required outreach resources ❑ Conducting integrated community health outreach programs ❑ Preparation and dissemination of outreach report	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report
3 Establish community health partnerships	❑ Identification, determination and categorization of community health care needs ❑ Identification of community health partners ❑ Initiation of partnerships and inter-agency collaboration policy framework and agreements ❑ Formation of collaborative relationships with the community and health agencies ❑ Preparation and sharing of partnership planning, implementation, and evaluation process ❑ Determinants of health ❑ Monitoring and evaluation of partnership and collaborative activities	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

4 Carry out social mobilization and participation	❑ Collection and analysis of socio-economic health status data of a community ❑ Report preparation ❑ Determination of community needs ❑ Identification of areas of community participation and mobilization ❑ Development of strategies for community participation and mobilization	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
5 Advocate enrolment into Health Insurance Scheme	❑ Introduction to Universal Health Coverage ❑ Roles and responsibilities of community health in UHC o Community health education o Door to door services o Screening for non-communicable diseases (NCDs) ❑ Enrolment strategies into Universal Health Coverage (UHC) program o Monitoring of enrolment into UHC ❑ Types and benefits of health insurance schemes	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources

- Computer
- Monitoring and evaluation tools
- Internet connectivity
- Workshop
- Stationery
- Flip charts

COMMUNITY HEALTH SERVICE STRATEGIES

UNIT CODE: HE/CU/CH/CR/05/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: conduct community health service strategies.

Duration of Unit: 180 hours

Unit Description

This unit specifies the competencies required to co conduct community health service strategies**.** 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 carrying out supportive supervision.

Summary of Learning Outcomes

1 Establish community health units
2 Train Community Health Volunteers and Community Health Committees
3 Manage Community Health Volunteers and CHCs
4 Conduct advocacy, communication and social mobilization
5 Carry out supportive supervision

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Establish community health units	❑ Introduction to community health strategy ❑ Community entry process ❑ Determination of community units' boundaries ❑ Selection of Community Health Committees o Training of CHCs ❑ Selection of community Health Volunteers o Training of CHVs ❑ Household mapping and registration o Allocation of households to CHVs	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

	❑ Determination of Community health units' services ❑ Monitoring of community health units ❑ Sustainability of community health units o Income generating activities ❑ Reporting of community health data	
2 Train Community Health Volunteers and community health committees	❑ Training of CHVs and CHCs ❑ Identification and preparation of training needs ❑ Identification and gathering of training materials o Basic training modules and technical training modules	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report
3 Manage Community Health Volunteers and CHCs	❑ Establishment of community health annual work plan ❑ Management of Community Health Volunteers and CHCs data base ❑ Evaluation of CHV performance	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
4 Conduct Advocacy, Communication and Social mobilization (ACSM)	❑ Identification of advocacy resources and strategies ❑ Preparation of health advocacy plan ❑ Identification of relevant stakeholders and partners ❑ Identification of community health needs ❑ Carrying out health needs advocacy ❑ Development and implementation of improvement strategies ❑ Effective Communication ❑ Basic Counselling skills ❑ Identification of social mobilization strategies o Community dialogue	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

	○ Community action days ○ Community conversation ❑ Implementation and evaluation of health campaign strategies	
5 Carry out supportive supervision	❑ Introduction to support supervision ○ One on one ○ Group supervision ○ Spot check ❑ Appraisal of CHVs ❑ Identification and rewarding of outstanding performance ❑ Identification of areas of improvement by work improvement teams (WITs) ❑ Undertaking corrective action	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources

- Computers
- Workshop resources
- Training manuals
- Projectors
- Flip charts
- Charts with presentations of data
- Internet
- Relevant videos
- CHIS tools
- Supportive supervision checklists

GENDER, DISABILITY AND VULNERABLE GROUPS

UNIT CODE: HE/CU/CH/CR/06/5/A

Relationship to Occupational Standards

This unit addresses the Unit of Competency: to monitor gender, disability and vulnerable groups.

Duration of Unit: 150 hours

Unit Description

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

Summary of Learning Outcomes

1 Identify vulnerable groups and GBV cases
2 Conduct health needs assessments
3 Carry out civic education
4 Provide health care and social services linkages
5 Monitor support groups

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Identify vulnerable groups and GBV cases	❑ Basic concepts of disability, gender and vulnerable groups ❑ Disability, gender and vulnerable groups awareness, lobbying and advocacy ❑ Approaches and strategies to disability, gender and vulnerable groups mainstreaming and integration ❑ Application of census data and GPS ❑ Determination of vulnerable groups ❑ Determination of vulnerability contributing factors ❑ Design of interventions	❑ Observation ❑ Case studies ❑ Oral ❑ Third party report

	❑ Involvement of stakeholders and partners ❑ Gender based violence (GBV) o Basic understanding of GBV o Care for GBV survivors o Psychosocial support for GBV survivors o Referral and follow up for GBV survivors o Role of Community health volunteers in GBV o GBV in humanitarian context o GBV awareness at community level ❑ Monitoring and evaluation	
2 Conduct health needs assessments	❑ Introduction to health needs assessment ❑ Identification of health needs o Prioritization of health needs o Determination of target vulnerable populations and areas o Implementation of action on felt needs o Integration of needs of vulnerable populations ❑ Identification and strengthening of partnerships	❑ Written tests ❑ Observation ❑ Oral questioning ❑ Third party report
3 Carry out civic education	❑ Introduction to civic education ❑ Identification of issues of interest in the community ❑ Identification of target audience ❑ Civic education activities ❑ Cohort selection ❑ Training civic educators	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

4	Provide health care and social services linkages	❑ Definition of terms ❑ Creation of health awareness ❑ Formation of community linkage structures ❑ Provision of social protection interventions ❑ Identification of dialogue and health action days ❑ Initiation of social assistance programs ❑ Identification and mitigation of services access barriers ❑ Expansion of integrated social protection systems	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report
5	Monitor support groups	❑ Definition of terms ❑ Integration of support groups ❑ Identification of support group training needs ❑ Monitoring of service provision ❑ Development of support group strategies	❑ Written tests ❑ Observation ❑ Oral questions ❑ Third party report

Suggested Methods of Delivery:

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

List of Recommended Resources

- Computers
- Training resources
- Projectors
- Flip charts
- Charts with presentations of data
- Internet connectivity
- Relevant videos

- CHIS Tools
- PRC Forms
- MOH 364 Sexual Gender Based Violence Summary Form