



REPUBLIC OF KENYA

NATIONAL OCCUPATIONAL STANDARDS

FOR

COMMUNITY HEALTH WORKER

LEVEL 4



**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 (Sessional Paper No. 4 of 2016). A key feature of this policy is the radical change in the design and delivery of the TVET training. This policy document requires that training in TVET be competency based, curriculum development be industry led, certification be based on demonstration of competence and mode of delivery allows for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that these Occupational Standards were developed for the purpose of developing a competency-based curriculum for 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 and Sessional Paper No. 4 of 2016 on Reforming Education and Training in Kenya, emphasized the need to reform curriculum development, assessment and certification. This called for a shift to CBET in order to address the mismatch between skills acquired through training and skills needed by industry as well as increase the global competitiveness of Kenyan 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.

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

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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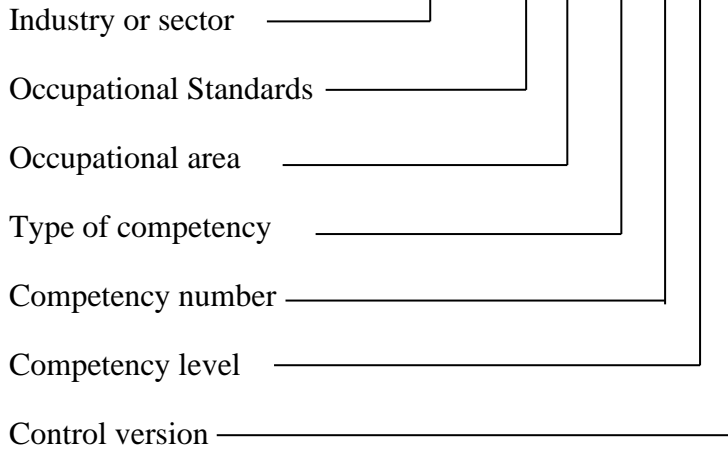
ACRYNOMYS

ACSM	Advocacy, Communication and Social Mobilization
ARV	Antiretroviral
BC	Basic Competency
BRFSS	Behavioral 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 workers
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
HIV	Human Immunodeficiency Virus
ICCM	Integrated Community Case Management
ICT	Information communication technology
IDSR	Integrated Disease Surveillance and Response
KHIS	Kenya Health Information System

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
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

HE/ OS/ CH/ BC/01/4/A



COURSE OVERVIEW

Community Health Worker Level 4 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 Community Health Worker level 4 qualification include the following competencies:

BASIC UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/BC/01/4/A	Demonstrate communication skills
HE/OS/CH/BC/02/4/A	Demonstrate numeracy skills
HE/OS/CH/BC/03/4/A	Demonstrate digital literacy
HE/OS/CH/BC/04/4/A	Demonstrate entrepreneurial skills
HE/OS/CH/BC/05/4/A	Demonstrate employability skills
HE/OS/CH/BC/06/4/A	Demonstrate environmental literacy
HE/OS/CH/BC/07/4/A	Demonstrate occupational safety and health practices

COMMON UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CC/01/4/A	Apply nutrition in community health
HE/OS/CH/CC/02/4/A	Apply epidemiology in community health works
HE/OS/CH/CC/03/4/A	Apply Human anatomy and physiology
HE/OS/CH/CC/04/4/A	Apply basic microbiology and parasitology

CORE UNITS OF COMPETENCY

UNIT OF COMPETENCE CODE	UNIT OF COMPETENCE TITLE
HE/OS/CH/CR/01/4/A	Provide community health care
HE/OS/CH/CR/02/4/A	Conduct community-based health care
HE/OS/CH/CR/03/4/A	Maintain community health information systems
HE/OS/CH/CR/04/4/A	Conduct community health linkages
HE/OS/CH/CR/05/4/A	Conduct community health service strategies
HE/OS/CH/CR/06/4/A	Monitor gender, orphans and vulnerable groups

BASIC COMPETENCIES

DEMONSTRATE COMMUNICATION SKILLS

UNIT CODE: HE/OS/CH/BC/01/4/A

UNIT DESCRIPTION

This unit covers the competencies required to gather, interpret and convey information in response to workplace requirements and to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from <i>appropriate sources</i> 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate <i>medium</i> is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and <i>storage</i> of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Complete relevant work-related documents	2.1 Range of forms relating to conditions of employment are completed accurately and legibly 2.2 Workplace data is recorded on standard workplace forms and documents 2.3 Basic mathematical processes are used for routine calculations 2.4 Errors in recording information on forms/ documents are identified and properly acted upon 2.5 Reporting requirements to supervisor are completed according to organizational guidelines

3. Communicate information about workplace processes	<p>3.1 Appropriate method of communication is selected</p> <p>3.2 Multiple operations involving several topics areas are communicated accordingly</p> <p>3.3 Questions are used to gain extra information</p> <p>3.4 Correct sources of information are identified</p> <p>3.5 Information is selected and organized correctly</p> <p>3.6 Verbal and written reporting is undertaken when required</p> <p>3.7 Communication skills are maintained in all situations</p>
4. Lead workplace discussion	<p>4.1 Response to workplace issues are sought</p> <p>4.2 Response to workplace issues are provided immediately</p> <p>4.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety</p> <p>4.4 Goals/objectives and action plan undertaken in the workplace are communicated accordingly</p>
5. Identify and communicate issues arising in the workplace	<p>5.1 Issues and problems are identified as they arise</p> <p>5.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication</p> <p>5.3 Dialogue is initiated with appropriate personnel</p> <p>5.4 Communication problems and issues are raised as they arise</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
<i>Methods of communication</i> include but not limited to:	<p>1.1. Non-verbal gestures</p> <p>1.2. Verbal</p> <p>1.3. Face to face</p> <p>1.4. Two-way radio</p> <p>1.5. Speaking to groups</p> <p>1.6. Using telephone</p>

	1.7. Written 1.8. Internet
Workplace discussion include but not limited to:	2.1. Coordination meetings 2.2. Toolbox discussion 2.3. Peer-to-peer discussion

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:

- Organize information
- Understand and convey intended meaning
- Participate in variety of workplace discussions
- Comply with organization requirements for the use of written and electronic communication methods
- Effective report writing
- Effective clarifying and probing skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Organization requirements for written and electronic communication methods
- Effective verbal communication methods
- Report writing
- Effective questioning techniques (clarifying and probing)
- Workplace etiquette

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 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively in written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Variety of Information 2.2 Communication tools 2.3 Simulated workplace
3. Methods of Assessment	<ul style="list-style-type: none"> 3.1 Case Study 3.2 Third-party reports 3.3 Portfolio 3.4 Interview 3.5 Role Play
4. Context of Assessment	<p>Competency may be assessed individually in the actual workplace or through accredited institution</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 NUMERACY SKILLS

UNIT CODE: HE/OS/CH/BC/02/4/A

UNIT DESCRIPTION

This unit covers the competencies required to perform numerical functions. The person who is competent in this unit shall be able to: Identify and use whole numbers and simple fractions, decimals and percentages; Identify, measure and estimate familiar quantities for work, Read and use familiar maps, plans and diagrams for work, Identify and describe common 2D and some 3D shapes for work, Construct simple tables and graphs for work using familiar data, Identify and interpret information in familiar tables, graphs and charts for work.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range.</i>
1. Identify and use whole numbers and simple fractions, decimals and percentages for work	1.1 Simple fractions, decimals and percentages identified and interpreted 1.2 understanding of place value by organising numbers from smallest to largest demonstrated 1.3 Required numerical information located and decision made on appropriate method to solve a problem 1.4 Limited range of calculations performed using the 4 operations 1.5 Links between operations described 1.6 Estimations made to check reasonableness of results of problem solving process 1.7 Numerical information recorded, and the result of the task communicated using informal and some formal language and symbolism

<p>2. Identify, measure and estimate familiar quantities for work</p>	<p>2.1 Measurement information in workplace tasks and texts identified and interpreted</p> <p>2.2 Familiar units of measurement needed for tasks is identified</p> <p>2.3 Familiar and simple amounts estimated</p> <p>2.4 Appropriate measuring equipment selected</p> <p>2.5 Simple measuring equipment graduated in familiar units to measure relevant quantities is used</p> <p>2.6 Calculation done using familiar units of measurement</p> <p>2.7 measurements and results checked against estimates</p> <p>2.8 Results are recorded or reported</p> <p>2.9 Results relevant to the workplace task are communicated using informal and some formal mathematical and general language</p>
<p>3. Read and use familiar maps, plans and diagrams for work</p>	<p>3.1 Items and places are in familiar maps, plans and diagrams</p> <p>3.2 Common symbols and keys recognised in familiar maps, plans and diagrams</p> <p>3.3 Understanding of direction and location demonstrated by describing the location of objects, or route to familiar places</p> <p>3.4 Instructions to locate familiar objects or places are given and followed</p> <p>3.5 Informal and some formal oral mathematical language and symbols are used</p>
<p>4. Identify and describe common 2D and some 3D shapes for work</p>	<p>4.1 Common 2D shapes and some common 3D shapes in familiar situations are identified and named</p> <p>4.2 Common 2D shapes and designs are compared and classified</p> <p>4.3 Informal and some formal language used to describe common two-dimensional shapes and some common three-dimensional shapes</p> <p>4.4 Simple items used to draw or construct common 2D shapes</p> <p>4.5 Common 3D shapes matched to their 2D sketches or nets</p>

<p>5. Construct simple tables and graphs for work using familiar data</p>	<p>5.1 Common types of graphs are identified and named 5.2 Familiar data to be collected is determined 5.3 A method to collect data is selected 5.4 A small amount of simple familiar data is collected 5.5 One or two variables determined from the data collected 5.6 Data ordered and collated 5.7 A table constructed, and data enter 5.8 Graphs are constructed using data from table 5.9 Results are promptly checked 5.10 Graph information related to work is reported or discussed using informal and some formal mathematical and general language</p>
<p>6. Identify and interpret information in familiar tables, graphs and charts for work</p>	<p>6.1 Simple tables are identified in familiar texts and contexts 6.2 Title, headings, rows and columns located in familiar tables 6.3 Information and data in simple tables identified and interpreted 6.4 Information is related to relevant workplace tasks 6.5 Familiar graphs and charts are identified in familiar texts and contexts 6.6 Title, labels, axes, scale and key from familiar graphs and charts are located 6.7 Information and data in familiar graphs and charts is identified and interpreted 6.8 Information related to relevant workplace tasks</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
<p>1. Simple measuring equipment</p>	<p>May include but not limited to: 1.1 Rulers 1.2 Watches/clocks 1.3 Scales 1.4 Thermometers</p>

	1.5 AVO meter
2. Common 2D shapes and common 3D shapes	<p>May include but not limited to:</p> <p>2.1 Round</p> <p>2.2 Square</p> <p>2.3 Rectangular</p> <p>2.4 Triangle</p> <p>2.5 Sphere</p> <p>2.6 Cylinder</p> <p>2.7 Cube</p> <p>2.8 Polygons</p> <p>2.9 Cuboids</p>
3. Diagrammatical representation	<p>May include but not limited to:</p> <p>3.1 Charts</p> <p>3.2 Maps</p> <p>3.3 Graphs</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:

- 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	<p>Assessment requires evidence that the candidate:</p> <p>1.1 Simple fractions, decimals and percentages are correctly identified and interpreted</p> <p>1.2 Performed a limited range of calculations using the 4 operations</p> <p>1.3 Performed calculations using familiar units of measurement</p> <p>1.4 Recognised common symbols and keys in familiar maps, plans and diagrams</p> <p>1.5 Constructed simple tables and graphs using familiar data</p> <p>1.6 Identified and interpret information in familiar tables, graphs and charts</p>
2. Resource Implications	<p>2.1 Calculator</p> <p>2.2 Basic measuring instruments</p>
3. Methods of Assessment	<p>Competency may be assessed through:</p> <p>3.1 Written Test</p> <p>3.2 Interview/Oral Questioning</p> <p>3.3 Demonstration</p>
4. Context of Assessment	<p>Competency may be assessed in an off the job setting</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 DIGITAL LITERACY

UNIT CODE: HE/OS/CH/BC/03/4/A

UNIT DESCRIPTION

This unit covers the competencies required to effectively demonstrate digital literacy in a working environment. It entails identifying and using digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication and performing work related tasks at the work place.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Identify computer software and hardware	1.1 <i>Appropriate computer software</i> is identified according to manufacturer's specification 1.2 <i>Appropriate computer hardware</i> is identified according to manufacturer's specification
2. Apply security measures to data, hardware, software	2.1 <i>Data security and privacy are classified</i> in accordance with the technological situation 2.2 <i>Security 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	3.1 Basic <i>word processing concepts</i> are applied in resolving workplace tasks 3.2 <i>Word processing utilities</i> are applied in accordance with workplace procedures 3.3 Data is manipulated on worksheet in accordance with office procedures
4. Apply internet and email in communication at workplace	4.1 Electronic mail is applied in workplace communication in accordance with office procedures 4.2 Office internet functions are defined and executed in accordance with office procedures

	4.3 <i>Network configuration</i> and uses are determined in accordance with office operations 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.

Range	Variable
<i>Appropriate computer software</i> may include but not limited to:	<ul style="list-style-type: none"> • A collection of instructions that enable the user to interact with a <i>computer</i>, its hardware, or perform tasks. • Computer tools that will help <i>computer</i> users interact with the hardware in a <i>computer</i>.
<i>Appropriate computer hardware</i> may include but not limited to:	Collection of physical parts of a computer system. This includes the computer case, monitor, keyboard, and mouse and all the parts inside the computer case, such as the hard disk drive, motherboard, video card,
<i>Data security and privacy</i> may include but not limited to:	<ul style="list-style-type: none"> • Confidentiality • Cloud computing • Confidentiality • Cyber terrorism • Integrity -but-curious data serving
<i>Security and control measures</i> may include but not limited to:	<ul style="list-style-type: none"> • Countermeasures and risk reduction • Cyber threat issues • Risk management
<i>Word processing concepts</i> may include but not limited to:	Using a special program to create, edit, and print documents
<i>Network configuration</i> may include but not limited to:	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:

- Input and output devices
- Central processing Unit (CPU)
- Peripherals
- Storage Media
- Software concept
- Types of concept
- Function of computer software
- Data security and privacy
- Security threats and control measures
- 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 sheet;
 - ✓ Meaning, formulae, function and charts, uses, layout, data manipulation and application to cell
- Networking and Internet;
 - ✓ Meaning, functions and uses of networking and internet.
 - ✓ Electronic mail and world wide web
- Emerging trends and issues in ICT;
 - ✓ Identify and apply 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.

<p>1. Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified input, output, CPU and storage media devices of computers in accordance to computer specification 1.2 Identified concepts, types and functions of computer software according to operation manual 1.3 Identified and controlled security threats 1.4 Detected and protected computer crimes 1.5 Applied word processing in office tasks 1.6 Prepared work sheet and applied data to the cells in accordance to workplace procedures 1.7 Used Electronic Mail for office communication as per workplace procedure 1.8 Applied internet and World Wide Web for office tasks in accordance with office procedures 1.9 Applied laws governing protection of ICT
<p>2. Resource Implications</p>	<ul style="list-style-type: none"> 2.1 Smartphones 2.2 Tablets 2.3 Laptops and 2.4 Desktop PCs 2.5 Desktop computer 2.6 Lap top 2.7 Calculator 2.8 Internet 2.9 Smart phone 2.10 Operations Manuals
<p>3. Methods of Assessment</p>	<p>Competency may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Written Test 3.2 Demonstration 3.3 Practical assignment 3.4 Interview/Oral Questioning 3.5 Demonstration
<p>4. Context of Assessment</p>	<p>Competency may be assessed in an off and on the job setting</p>

5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.
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DEMONSTRATE ENTREPRENEURIAL SKILLS

UNIT CODE: HE/OS/CH/BC/04/4/A

UNIT DESCRIPTION

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Create and maintain small-scale business	1.1 Generation and evaluation of business ideas is undertaken in accordance with the existing procedure 1.2 Competencies are matched with business opportunities in accordance with business practices. 1.3 Procedure for starting a small business is identified as per the legal requirements 1.4 SWOT/ PESTEL analysis and or industrial survey is carried out according to office procedures 1.5 Business operations are monitored and controlled following established procedures. 1.6 Quality assurance measures are implemented consistently. 1.7 Good relations are maintained with staff/workers. 1.8 Policies and procedures on occupational safety and health and environmental concerns are constantly observed.
2. Establish small business customer base	2.1 Good customer relations are maintained in accordance with office procedures 2.2 New customers and markets are identified, explored and reached out to according to the marketing plan 2.3 Promotions/Incentives are offered to loyal customers in accordance with office procedures

	<p>2.4 Additional products and services are evaluated and tried in accordance with marketing strategy</p> <p>2.5 Customer record is maintained in accordance with office procedures</p>
3. Manage small scale business	<p>3.1 Enterprise is built up and sustained through judicious control of cash flows.</p> <p>3.2 Profitability of enterprise is ensured through appropriate internal controls.</p> <p>3.3 Unnecessary or lower-priority expenses and purchases are avoided to ensure profitability</p> <p>3.4 Basic cost-benefit analysis are undertaken in accordance with office procedures</p> <p>3.5 Basic financial management are undertaken in accordance with office procedures</p> <p>3.6 Basic financial accounting is undertaken in accordance with office procedures</p> <p>3.7 Business internal controls are implemented in accordance with office procedure</p> <p>3.8 Setting business priorities and strategies is carried out according to office procedures</p> <p>3.9 Preparation and interpretation of basic financial statements is undertaken in accordance with set procedures</p> <p>3.10 <i>Preparation of business plans</i> for small business is undertaken in accordance with business strategy</p> <p>3.11 Business Social Responsibility is maintained in accordance with Standard Operations Procedures (SOP)</p>
4. Grow/ expand small scale business	<p>4.1 Prepared business growth strategy for small sale business in accordance with office procedures</p> <p>4.2 Incorporated technology in small scale business growth in accordance with technological trends</p> <p>4.3 Emerging issues and trends are considered in accordance with business growth strategy</p> <p>4.4 Built audience interest in product/service according to growth strategy</p> <p>4.5 Boosted cooperate communication according to business communication strategy</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
Business Strategy include but not limited to:	Manage wastages, environmental conservation
Business Operations include but not limited to:	<ul style="list-style-type: none">• Purchasing• Accounting/administrative• Work production/operations/sales• Marketing
Internal control includes but not limited to:	<ul style="list-style-type: none">• Accounting systems• Financial statements/reports• Cash management• Human resource management
Profitability of enterprise include but not limited to:	Operating expenses lower than income
Communication strategy include but not limited to:	<ul style="list-style-type: none">• Blue print of exchange of information• Technology and exchange of information

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:

- Individual marketing skills
- Using basic advertising (posters/ tarpaulins, flyers, social media,
- Basic bookkeeping/ accounting skills
- Communication skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- Generation and evaluation of business ideas
- Legal requirements for starting a small business
- SWOT/ PESTEL analysis
- Occupational Safety and Health
- Public relations concepts
- Business plan
- Business financing
- Marketing strategies
- Business management and control
- Production/ operation process
- Product promotion strategies
- Market and feasibility studies
- Business ethics
- Building customer relations
- Business models and strategies
- Types and categories of businesses
- Business internal controls
- Relevant national and local legislation and regulations
- Basic quality control and assurance concepts
- Building relations with customer and employees
- Building competitive advantage of the enterprise
- Business growth strategies

EVIDENCE GUIDE

1. Critical aspects of Competency	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Demonstrated entrepreneurial skills 1.2 Demonstrate competencies to create a small-scale business 1.3 Demonstrated ability to conceptualize and plan a micro/small business 1.4 Grew customer base for the small-scale business 1.5 Demonstrated ability to manage/operate a micro/small-scale business 1.6 Demonstrated competencies to grow a micro/small-scale business
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2. Resource Implications	<p>The following resources should be provided:</p> <p>2.1 Case studies on micro/small-scale enterprises</p> <p>2.2 Materials and location relevant to the proposed activity and tasks</p>
3. Methods of Assessment	<p>Competency in this unit may be assessed through:</p> <p>3.1 Case studies</p> <p>3.2 Oral Questioning</p> <p>3.3 Portfolio</p> <p>3.4 Projects</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/05/4/A

UNIT DESCRIPTION

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

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>1.11 Demonstrate interpersonal communication</p> <p>1.12 Information is shared as per communication structure</p> <p>1.13 Work activity is organized with other involved personnel as per the SOPs</p>

<p>2. Demonstrate critical safe work habits</p>	<p>2.1 Stress is managed in accordance with workplace procedures.</p> <p>2.2 Punctuality and time consciousness is demonstrated in line with workplace policy.</p> <p>2.3 Personal objectives are integrated with organization goals based on organization’s strategic plan.</p> <p>2.4 Work priorities are set in accordance to workplace procedures.</p> <p>2.5 Feedback on performance is collected and evaluated based on established team learning process</p> <p>2.6 Leisure time is recognized in line with organization policy.</p> <p>2.7 Abstinence from drug and substance abuse is observed as per workplace policy.</p> <p>2.8 Awareness of HIV and AIDS is demonstrated in line with workplace requirements.</p> <p>2.9 Safety consciousness is demonstrated in the workplace based on organization safety policy.</p> <p>2.10 Emerging issues are dealt with in accordance with organization policy.</p>
<p>3. Demonstrate workplace learning</p>	<p>3.1 Personal training needs are identified and assessed in line with the requirements of the job</p> <p>3.2 Own learning is managed as per workplace policy.</p> <p>3.3 Learning opportunities are sought and allocated based on job requirement and in line with organization policy.</p> <p>3.4 Contribution to the learning community at the workplace is carried out.</p> <p>3.5 Range of media for learning are identified as per the training need</p> <p>3.6 Application of learning is demonstrated in both technical and non-technical aspects based on requirements of the job</p> <p>3.7 Enthusiasm for ongoing learning is demonstrated</p> <p>3.8 Time and effort is invested in learning new skills-based job requirements</p> <p>3.9 Willingness to learn in different context is demonstrated based on available learning opportunities arising in the workplace.</p> <p>3.10 Opportunities for performance improvement are identified proactively in area of work.</p>

	3.11 Awareness of personal role in workplace <i>innovation</i> is demonstrated.
4. Demonstrate workplace ethics	<p>4.1 Policies and guidelines are observed as per the workplace requirements</p> <p>4.2 Self-worth and profession is exercised in line with personal goals and organizational policies</p> <p>4.3 Code of conduct is observed as per the workplace requirements</p> <p>4.4 Personal and professional integrity is demonstrated as per the personal goals</p> <p>4.5 Commitment to jurisdictional laws is demonstrated as per the workplace requirements</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.

Range	Variable
<i>Drug and substance abuse</i> includes but not limited to:	<p>Commonly abused</p> <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>Team</i> includes but not limited to:	<ul style="list-style-type: none"> • Small work group • Staff in a section/department • Inter-agency group
<i>Personal objectives</i> include but not limited to:	<ul style="list-style-type: none"> • Long term • Short term • Broad • Specific

<i>Innovation</i> include but not limited to:	<ul style="list-style-type: none"> • New ideas • Original ideas • Different ideas • Methods/procedures • Processes • New tools
<i>Emerging issues</i> include but not limited to:	<ul style="list-style-type: none"> • Terrorism • Social media • National cohesion • Open offices
<i>Range of media for learning</i> include but not limited to:	<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
- Team work
- 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: 1.1 Conducted self-management 1.2 Demonstrated critical safe work habits 1.3 Demonstrated workplace learning 1.4 Demonstrated workplace ethics
2. Resource Implications	The following resources should be provided: 2.1 Case studies/scenarios
3. Methods of Assessment	Competency in this unit may be assessed through: <ul style="list-style-type: none">• Oral Interview• Observation• Third Party Reports• Written
4. Context of Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while tasks are being undertaken whether individually or in-group
5. Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

DEMONSTRATE ENVIRONMENTAL LITERACY

UNIT CODE: HE/OS/CH/BC/06/4/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 and evaluate current practices in relation to resource usage.

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <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 always 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	<p>4.1 Information on resource efficiency <i>systems and procedures</i> are collected and provided to the work group where appropriate.</p> <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>
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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. PPE may include but are not limited to:	<p>1.1 Masks</p> <p>1.2 Gloves</p> <p>1.3 Goggles</p> <p>1.4 Safety hat</p> <p>1.5 Overall</p> <p>1.6 Hearing protector</p> <p>1.7 Safety boots</p>
2. Environmental pollution control measures may include but are not limited to:	<p>1.1 Methods for minimizing or stopping spread and ingestion of airborne particles</p> <p>1.2 Methods for minimizing or stopping spread and inhaling gases and fumes</p> <p>1.3 Methods for minimizing or stopping spread and ingestion of liquid wastes</p>
3. Waste management Procedures may include but are not limited to:	<p>3.1 Sorting</p> <p>3.2 Storing of items</p> <p>3.2 Recycling of items</p> <p>3.3 Disposal of items</p> <p>3.4 Handling</p> <p>3.5 Transport</p>

4. Resources may include but are not limited to:	4.1 Electric 4.2 Water 4.3 Fuel 4.3 Telecommunications 4.4 Supplies 4.5 Materials
5. Workplace environmental hazards may include but are not limited to:	5.1 Biological hazards 5.2 Chemical and dust hazards 5.3 Physical hazards
6. Organizational systems and procedures may include but are not limited to:	6.1 Supply chain, procurement and purchasing 6.2 Quality assurance 6.3 Making recommendations and seeking approvals

REQUIRED SKILLS AND KNOWLEDGE

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

Required Skills

The individual needs to demonstrate the following skills:

- 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

Required Knowledge

The individual needs to demonstrate knowledge of:

- Storage methods of environmentally hazardous materials
- Disposal methods of hazardous wastes
- Usage of PPE Environmental regulations
- OSHS
- Types of pollution
- Environmental pollution control measures
- Different solid wastes
- Solid waste management
- Different noise pollution
- Methods of minimizing noise pollution
- Solid Waste Act
- Methods of minimizing wastage
- Waste management procedures
- Economizing of resource consumption
- 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

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
<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 (ex. Cleaning tools, cleaning materials, trash bags, etc.) 2.3 PPE 2.4 Manuals and references 2.5 Legislation, policies, procedures, protocols and local ordinances relating to environmental protection 2.6 Case studies/scenarios relating to environmental Protection
<p>3 Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <ul style="list-style-type: none"> 3.1 Demonstration 3.2 Oral questioning 3.3 Written examination 3.4 Third Party Reports 3.5 Portfolio (citations/awards from GOs and NGOs, certificate of training – local and abroad) 3.6 Simulations and role-plays
<p>4 Context of Assessment</p>	<p>Competency may be assessed on the job, off the job or a combination of these as well as in work placement (internship). 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>

DEMONSTRATE OCUPATIONAL SAFETY AND HEALTH PRACTICES

UNIT CODE: HE/OS/CH/BC/07/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to practice safety and health, and comply with OSH requirements relevant to work

ELEMENTS AND PERFORMANCE CRITERIA

ELEMENT	PERFORMANCE CRITERIA
These describe the key outcomes which make up workplace function.	These are assessable statements which specify the required level of performance for each of the elements. <i>Bold and italicized terms are elaborated in the Range</i>
1. Observe workplace procedures for hazards and risk prevention	1.1 Arrangement of work area and items in accordance with Company housekeeping procedures is followed 1.2 Work standards and procedures are followed 1.3 <i>Prevention and control measures</i> , including use of <i>safety gears/PPE</i> are applied 1.4 Standards and procedures for <i>incidents and emergencies</i> are studied and applied, as needed
2. Participate in arrangements for workplace safety and health maintenance	2.1 Orientations on <i>OSH requirements/regulations</i> of tasks is participated 2.2 Feedback on health, safety, and security concerns are provided to appropriate personnel as required in a sufficiently detailed manner. 2.3 Workplace procedures for reporting hazards, incidents, injuries and sickness are practiced 2.4 OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel, as needed 2.5 Needed <i>OSH-related trainings</i> are identified and proposed to appropriate personnel

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>Prevention and control measures</i> may include but are not limited to:	1.1 Eliminate the hazard (i.e., get rid of the dangerous machine) 1.2 Isolate the hazard (i.e. keep the machine in a closed room and operate it remotely; barricade an unsafe area off) 1.3 Substitute the hazard with a safer alternative (i.e., replace the machine with a safer one) 1.4 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) 1.5 Use engineering controls to reduce the risk (i.e. use safety guards to machine) 1.6 Use personal protective equipment 1.7 Safety, Health and Work Environment Evaluation 1.8 Periodic and/or special medical examinations of workers

<p>2. Safety gears /PPE (Personal Protective Equipment's) may include but are not limited to:</p>	<p>2.1 Arm/Hand guard, gloves 2.2 Eye protection (goggles, shield) 2.3 Hearing protection (ear muffs, ear plugs) 2.4 Hair Net/cap/bonnet 2.5 Hard hat 2.6 Face protection (mask, shield) 2.7 Apron/Gown/coverall/jump suit 2.8 Anti-static suits 2.9 High-visibility reflective vest</p>
<p>3. Incidents and emergencies may include but are not limited to:</p>	<p>3.1 Chemical spills 3.2 Equipment/vehicle accidents 3.3 Explosion 3.4 Fire 3.5 Gas leak 3.6 Injury to personnel 3.7 Structural collapse 3.8 Toxic and/or flammable vapors emission.</p>
<p>4. OSH requirements / regulations may include but are not limited to:</p>	<p>4.1 Building code 4.2 Permit to Operate</p>

<p>5. OSH-related trainings may include but are not limited to:</p>	<p>5.1 Safety Orientations relevant to tasks</p> <p>5.2 Safe and Correct Operation of Tools and Equipment</p> <p>5.3 Health Orientations/trainings (Healthy Lifestyle, Prevention of drug/alcohol dependence, violence in the workplace, work-stress)</p> <p>5.4 Prevention and Control of OSH Hazards in the workplace</p> <p>5.5 Chemical Handling</p> <p>5.6 Safety Trainings (Fire Safety, Construction Safety, Confined Space)</p> <p>5.7 Prevention and Control of Work-related Injuries and Illness</p> <p>5.8 Basic First-aid Trainings</p> <p>5.9 Emergency Response Trainings</p> <p>5.10 Trainings on use of fire-extinguisher</p>
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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:

- Communication Skills
- Knowledge management
- Collaborating skills
- Interpersonal Skills
- Troubleshooting skills
- Critical thinking Skills
- Observation Skills

Required Knowledge

The individual needs to demonstrate knowledge of:

- General OSH principles and legislations
- Principles of good housekeeping (5S)

- Company/workplace policies/ guidelines
- Standards and safety requirements of work process and procedures
- Standard Workplace emergency plan and procedures
- Safety and health requirements of tasks
- Workplace guidelines on providing feedback on OSH and security concerns
- OSH regulations
- Hazard control procedures
- OSH trainings relevant to work

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 Follows work and housekeeping procedures, and complies with its requirements</p> <p>1.2 Follows work standards and procedures</p> <p>1.3 Applies OSH preventive and control measures, including emergency plan, standards and procedures</p> <p>1.4 Participates in orientations on OSH requirements of tasks</p> <p>1.5 Provides feedback on health, safety, and security concerns in a sufficiently detailed manner.</p> <p>1.6 Practices workplace procedures for reporting hazards, incidents, injuries and sickness</p> <p>1.7 Reviews and reports compliance to workplace OSH regulations and hazard control procedures</p> <p>1.8 Identifies and proposes OSH trainings relevant to work</p>
<p>2. Resource Implications</p>	<p>The following resources should be provided:</p> <p>2.1 Facilities, materials tools and equipment necessary for the activity</p>
<p>3. Methods of Assessment</p>	<p>Competency in this unit may be assessed through:</p> <p>3.1 Observation/Demonstration with oral questioning</p> <p>3.2 Third party report</p>

	3.3 Written exam
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.

COMMON UNITS OF COMPETENCY

APPLY NUTRITION IN COMMUNITY HEALTH

UNIT CODE: HE/OS/CH/CC/01/4/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 assessment, screening and referrals.

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. Assess food nutrition and security</p>	<p>1.1 Importance of food security and nutrition is identified based on health guidelines</p> <p>1.2 Indicators and <i>levels of food security</i> are identified according to health standards</p> <p>1.3 <i>Determinants of food security</i> are identified as per health guidelines</p> <p>1.4 <i>Food security interventions</i> are identified based on health needs</p> <p>1.5 Roles of stakeholders in food security are identified according to health requirements</p> <p>1.6 Emerging issues and trends in food and nutrition security is identified based on health procedures</p>
<p>2 Apply nutrition in Human development</p>	<p>2.1 <i>Nutrition in human development</i> are determined according to health standards</p> <p>2.2 Factors affecting human nutritional needs are determined based on health standards</p> <p>2.3 Vulnerable groups in nutrition are identified based on health procedures</p>
<p>3 Apply nutrition assessment, screening and referrals</p>	<p>3.1 Nutritional status is identified and assessed according to health standards</p> <p>3.2 Growth monitoring requirements are determined according to health guidelines</p> <p>3.3 Malnutrition is identified and referred according to health 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
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

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
- Essential drug supplies (nutrition supplements)
- 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.

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Identified 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 Identified stages of nutrition care process 1.9 Applied nutrition assessment, screening and referrals
<p>2 Resource Implications</p>	<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 2.4 Mother and child booklet 2.5 Mid Upper Arm Circumference Tape (MUAC tape) 2.6 Weighing scale

	2.7 Locally available foods 2.8 Height board
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
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 EPIDEMIOLOGY IN COMMUNITY HEALTH

UNIT CODE: HE/OS/CH/CC/02/4/A

UNIT DESCRIPTION

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

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 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 Population screening is carried out in accordance with screening plan</p> <p>1.5 Disease surveillance report is prepared and disseminated according to disease surveillance requirements</p>
<p>2 Monitor disease occurrence</p>	<p>2.1 <i>Notifiable diseases</i> are identified according to lay case definition</p> <p>2.2 Occurrence of disease is notified based on lay case definition</p> <p>2.3 Community surveillance is planned based on the magnitude of disease occurrence</p> <p>2.4 Preventive measures for diseases are determined based on standard procedures</p> <p>2.5 Reporting and referral of cases is carried out according to standard procedures</p>
<p>3 Utilize epidemiology data</p>	<p>3.1 Epidemiology data is collated as per the set guidelines</p> <p>3.2 Epidemiology data is disseminated as per the stipulated procedures</p> <p>3.3 Action plan is developed according to set guidelines</p>

	<p>3.4 Community diseases are controlled based on epidemiological data analysis outcomes</p> <p>3.5 Acceptable health interventions are 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 • MOH 505 IDSR Weekly Epidemic monitoring form
Notifiable diseases May include but are not limited to:	<ul style="list-style-type: none"> • Cholera • Yellow fever • Measles • Malaria • Kala-azar • Dengue fever • Ebola • Anthrax

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.

<p>1 Critical Aspects of Competency</p>	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1 Planned and carried out disease surveillance and prepared report 1.2 Carried out population screening needs assessment 1.3 Conducted population screening and prepared a report 1.4 Identified notifiable disease occurrences 1.5 Interpreted epidemiological data 1.6 Utilized epidemiology knowledge in implementation of health interventions 1.7 Determined health status of a community and identified risk factors 1.8 Demonstrated the ability to analyze health status of the population living in an environment 1.9 Demonstrated understanding of epidemiological triangle in outbreak and disease control
<p>2 Resource Implications</p>	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Computer 2.2 Stationary 2.3 Finances 2.4 IDSRR (Integrated Disease Surveillance Response Report)
<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

	<p>3.2 Written</p> <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 HUMAN ANATOMY AND PHYSIOLOGY

UNIT CODE: HE/OS/CH/CC/03/4/A

UNIT DESCRIPTION

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

ELEMENTS AND PERFORMANCE CRITERIA

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

- 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	<p>Assessment requires evidence that the candidate:</p> <ul style="list-style-type: none"> •Categorized human body systems •Identified the structure and functions of the human body systems •Identified disorders in human body systems •Applied human anatomy and physiology in primary health care •Demonstrated understanding of human anatomy and physiology
2 Resource Implications	<p>The following resources should be provided:</p> <ul style="list-style-type: none"> 2.1 Workstation 2.2 Reporting tools 2.3 Stationary 2.4 Finance
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>

APPLY MICROBIOLOGY AND PARASITOLOGY

UNIT CODE: HE/OS/CH/CC/05/4/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 <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
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 <i>Mode of disease transmission</i> are determined according to the type of microbes and parasites 3.3 Risk factors of <i>disease</i> transmission are determined according to the type of microbes and parasites
4 Apply parasitology and microbiology in disease prevention and control	4.1 Disease types are identified as per the signs and symptoms 4.2 <i>Disease prevention and control measures</i> are determined and applied based on health standards

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 microbes 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
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

<p>Disease prevention and control measures may include but are not limited to:</p>	<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
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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:

- Communication
- Report writing
- Computer
- Basic research
- Critical thinking
- 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 COMPETENCY

PROVIDE COMMUNITY HEALTH CARE

UNIT CODE: HE/OS/CH/CR/01/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to provide 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 CHW kits. It also entails managing maternal, new born, child health and adolescent health and monitoring Water, Sanitation and Hygiene (WASH) practices.

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 Household health needs assessment is carried out in accordance with health requirements</p> <p>1.3 <i>Health education needs</i> are identified and documented based on household health assessment outcomes</p> <p>1.4 Households are identified based on health education needs</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 Schedules are shared based on planned community health education</p> <p>2.3 Training materials and tools are distributed according to the training needs</p> <p>2.4 Community health training and education is conducted according to standard health requirements</p>

<p>3 Manage common ailments and minor injuries</p>	<p>3.1 Clients with <i>common ailments and minor injuries</i> are identified and their location determined according to disease management procedures</p> <p>3.2 Home visitation is carried out according to standard procedures</p> <p>3.3 Screening 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 <i>first aid</i> is provided according to disease management requirements</p> <p>3.6 Client 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>4 Carry out community disease surveillance</p>	<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 Implementation of surveillance systems is carried out according to disease surveillance objectives</p> <p>4.4 Health data is collected based on standard procedures</p> <p>4.5 Disease surveillance report is prepared</p>
<p>5 Manage essential drugs and supplies for CHW kits</p>	<p>5.1 Essential drugs and supplies are identified and supplied based on community health management needs</p> <p>5.2 Utilization of essential drugs and supplies is monitored and regulated according to community health procedures</p> <p>5.3 Stock of essential drugs and supplies is maintained as per the health requirements</p>
<p>6 Manage maternal, new born, child and adolescent health</p>	<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 conducted according to health needs</p>

	<p>6.4 Areas for improvement in maternal, new born, child and adolescent health are identified in accordance with health needs</p> <p>6.5 Maternal and Perinatal deaths are identified, notified and reviewed according to the standard procedure</p> <p>6.6 Report is collated according to community health procedures</p>
7 Monitor Water Sanitation and Hygiene (WASH) practices	<p>7.1 Water safety measures are identified at the household level according to health standards</p> <p>7.2 Sanitation methods are identified and carried out at the household level according to health standards</p> <p>7.3 Hygiene practices are identified and carried out at the household level according to health standards</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 education 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 • Maternal health • Adolescent health
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>First aid may include but is not limited to:</p>	<ul style="list-style-type: none"> • Choking • Wound care • Poisoning • Circulation emergencies • Breathing emergencies
<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 • MOH 519 – Community verbal Autopsy • Maternal and Perinatal Notification form • Treatment and tracking register • IDSR: Integrated Disease Surveillance and Reporting tool • Community Health Officers
<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

Health information providers may include but are not limited to:	<ul style="list-style-type: none"> • General public • Public health officers • Community health workers • Community Health Workers • Accredited community health activists
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 ○ Prevention of STI's • Maternal and child home care practices • Delivery services • Infant and child feeding, and communication between health providers and women/caregivers • Youth friendly services • Persons living with disability 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 Committee • MCA's • Village elders • Ward Administrators
Water safety measures may include but are not limited to:	<ul style="list-style-type: none"> • Chlorination • Boiling • Solar disinfection (SO-DIS) • Filtration
Hygiene practices may include but are not limited to:	<ul style="list-style-type: none"> • Handwashing • Home and food safety

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 Carried out home visitation and managed common ailments and minor injuries 1.3 Carried out community disease surveillance and prepared health surveillance report 1.4 Identified and monitored utilization of essential drugs and supplies for CHW/CHW kits 1.5 Maintained stock of essential drugs and supplies for CHW/CHW kits 1.6 Managed maternal, new born, child and adolescent health 1.7 Demonstrated understanding of Water, Sanitation and Hygiene practices
<p>2 Resource Implications</p>	<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 2.8 IDSRR (Integrated Disease Surveillance Response Report)
<p>3 Methods of Assessment</p>	<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
<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>

CONDUCT COMMUNITY-BASED HEALTH CARE

UNIT CODE: HE/OS/CH/CR/02/4/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, management of malaria and zoonotic diseases, executing psycho-active drugs demand reduction strategies and managing non-communicable diseases.

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 Perform community based-health care</p>	<p>1.1 Planning for community-based health care is carried out based on health needs</p> <p>1.2 <i>Community-based health care services</i> are determined according to community health status</p> <p>1.3 Community-based health care services are identified and approved based on standard procedures</p> <p>1.4 Non-manageable conditions are referred according to disease conditions</p> <p>1.5 Access to health care services is made efficient and effective according to standard requirements</p> <p>1.6 Palliative care needs are provided according to standard health guidelines</p>
<p>2 Manage HIV and TB</p>	<p>2.1 <i>HIV and TB risk assessment</i> and diagnosis is carried out based on disease management practices</p> <p>2.2 Counselling of infected and affected patients is provided according to counselling procedures</p> <p>2.3 Coinfected patients with active <i>TB</i> are managed according to disease management procedures</p> <p>2.4 Adherence to TB treatment and HIV treatment is monitored as per the disease management protocols</p> <p>2.5 ARV and TB drug interactions and management is monitored based on treatment protocols</p>

	2.6 HIV and TB cases are monitored and documented based on health procedures
3 Provide mental health and psychosocial support	<p>3.1 Assessment of patients with mental illness at the household level is conducted according to standard procedures</p> <p>3.2 Emotional and psychosocial support is provided based on assessment outcome and status of the patient</p> <p>3.3 Mental support systems are integrated based on available resources</p> <p>3.4 Referral for patients with mental health and psychosocial support is provided according to mental health specialists guidance and procedures</p> <p>3.5 Building on available resources and capacity is carried out according to community health needs</p> <p>3.6 Mental patients' rights and equity is provided, protected and addressed according to management procedures</p>
4 Conduct integrated community case management (ICCM)	<p>4.1 Child care (Integrated Community Case Management) ICCM strategy is obtained according to case management procedures</p> <p>4.2 ICCM checklist is identified according to standard guidelines</p> <p>4.3 Causes of childhood illnesses and mortality are identified and categorized based on standard procedures</p> <p>4.4 Treatment options are identified and provided for according to the ICCM requirements</p> <p>4.5 Identified cases are referred according to standard guidelines</p>
5 Manage malaria and zoonotic diseases	<p>5.1 Malaria and zoonotic disease prevention and control procedures are carried out according to prevailing conditions</p> <p>5.2 Vaccination and health management practices are carried out according to health guidelines</p> <p>5.3 Rapid diagnostic tests (RDT) are performed and interpreted as per disease management procedures</p> <p>5.4 Disease control programs are implemented according to health requirements</p>
6 Execute psycho-active drugs	6.1 Psycho-active drugs are identified based on needs assessment report

demand reduction strategies	<p>6.2 <i>Psycho-active drugs demand reduction strategies</i> are implemented according to health guidelines</p> <p>6.3 Monitoring of psycho-active drugs use is carried out according to health standard requirements</p> <p>6.4 Reports are prepared according to standard health procedures</p>
7 Manage non-communicable diseases	<p>7.1 <i>Non-communicable diseases</i> are identified according to health standards</p> <p>7.2 Clients with non-communicable diseases are referred according to health standards</p> <p>7.3 Health information on non-communicable diseases is provided according to health guidelines</p> <p>7.4 Psycho-social support is provided to clients according to health standards</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-based health care services may include but are not limited to:	<ul style="list-style-type: none"> • Care for pregnant mothers • 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 Officers • 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

<p>TB risk assessment may include but are not limited to:</p>	<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
<p>HIV risk assessment may include but are not limited to:</p>	<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
<p>Mental health specialists may include but are not limited to:</p>	<ul style="list-style-type: none"> • Psychologist • Psychiatrist <ul style="list-style-type: none"> ○ Psychiatric nurse
<p>Causes of childhood illnesses and mortality may include but are not limited to:</p>	<ul style="list-style-type: none"> • Malnutrition • Newborn conditions • Pneumonia • Diarrhea • Malaria • HIV/AIDS
<p>ICCM checklist may include but are not limited to:</p>	<ul style="list-style-type: none"> • Medicines • ICCM tools and equipment • Provision of adequate access to treatment
<p>Disease prevention and control procedures may include but are not limited to:</p>	<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

<p>Diagnostic tests may include but are not limited to:</p>	<ul style="list-style-type: none"> • Clinical diagnosis • Parasitological • Hematological • Biochemical
<p>Disease control programs may include but are not limited to:</p>	<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

<p>Non-communicable diseases may include but are not limited to:</p>	<ul style="list-style-type: none"> • Diabetes • Hypertension • Cardiovascular diseases • Cancer • Renal • Epilepsy • Mental health
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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
- 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> <ul style="list-style-type: none"> 1.1 Organized referrals for non-manageable conditions in the community-based health care systems 1.2 Provided palliative care needs as required 1.3 Carried out HIV and TB risk assessment and screening and prepared a report 1.4 Identified, counselled and managed coinfectd patients with active TB 1.5 Monitored adherence to TB treatment and HIV treatment 1.6 Monitored HIV and TB incidences in the community 1.7 Conducted assessment of clients with mental disorders and provided mental health and psychosocial support 1.8 Managed child care ICCM 1.9 Implemented Malaria and zoonotic disease prevention and control procedures 1.10 Initiated and implemented disease control programs 1.11 Demonstrated understanding of community-based health care 1.12 Carried psycho-active drugs needs assessment and identified psycho-active drugs 1.13 Executed and carried out psycho-active drugs demand reduction strategies 1.14 Monitored use of psycho-active drugs and prepared a report
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	1.15 Demonstrated understanding of non-communicable disease management
2 Resource Implications	The following resources should be provided: 2.1 A functional and active community-based health care unit 2.2 Stationery 2.3 Computer 2.4 Training manuals
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 information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

MAINTAIN COMMUNITY HEALTH INFORMATION SYSTEMS

UNIT CODE: HE/OS/CH/CR/03/4/A

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 and utilizing community health information systems

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 CHIS performance assessment	1.1 Existing community health information systems are obtained according to CHIS management procedures 1.2 Analysis of CHIS is carried out according to standard procedures 1.3 CHIS report is prepared according to the analysis results
2 Carry out CHIS performance assessment	2.1 CHIS assessment report is prepared and disseminated based on CHIS management procedures 2.2 CHIS needs are identified based on analysis report 2.3 CHIS improvement areas are determined according to CHIS needs
3 Utilize community health information system	3.1 CHIS tools are identified and distributed based on standard procedure 3.2 Reviews and updates are undertaken according to standard guidelines 3.3 CHIS is generated, managed and maintained according to health management practices

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 Information System (CHIS) tools may include but are not limited to:	<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 • MOH 519 – Community verbal Autopsy • Maternal and Perinatal Notification form • Treatment and tracking register • IDSR: Integrated Disease Surveillance and Reporting tool • Community Health Officers

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	Assessment requires evidence that the candidate: 1.1 Identified indicators of CHIS performance 1.2 Updated CHIS tools as required 1.3 Demonstrated understanding of the functions of CHIS 1.4 Generated CHIS data
2 Resource Implications	The following resources should be provided: 2.1 Community-based health facility 2.2 CHIS tools 2.3 Computer 2.4 Stationery
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Observation 3.4 Case study 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.

CONDUCT COMMUNITY HEALTH LINKAGES

UNIT CODE: HE/OS/CH/CR/04/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health linkages. It involves coordinating community access to health services, carrying out social mobilization and participation. It also includes advocating enrollment into health insurance scheme.

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 Coordinate community access to health services</p>	<p>1.1 Household health needs are identified according to community health requirements</p> <p>1.2 Community mobilization is conducted as per health needs</p> <p>1.3 Defaulters are identified and <i>reasons for defaults</i> are determined and addressed according to health protocols</p> <p>1.4 Defaulter tracing registers are routinely updated and reviewed based on health guidelines</p> <p>1.5 Referral cases are conducted, coordinated and maintained based on health status of individual and health guidelines</p>
<p>2 Carry out social mobilization and participation</p>	<p>2.1 Socio-economic health status data of a community is collected and analyzed based on standard procedures</p> <p>2.2 Report is prepared based on collected information and analysis</p> <p>2.3 <i>Community needs</i> are determined according to community health targets</p> <p>2.4 Areas of community participation and mobilization are identified in accordance with community health needs</p> <p>2.5 Training objectives are established based on community health needs</p>

	<p>2.6 Strategies for community participation and mobilization are developed in accordance with needs assessment</p> <p>2.7 Training venues are identified and communicated according to community health training needs</p> <p>2.8 Training materials are prepared and shared based on training program activities</p>
3 Advocate enrollment into Health Insurance Scheme	<p>3.1 The community is mobilized into existing health insurance scheme based on health insurance policies and procedures</p> <p>3.2 Benefits of UHC schemes are identified and shared according to health standard procedures</p> <p>3.3 Community is linked into existing Health Insurance Scheme based on health insurance policies and procedures</p> <p>3.4 Enrolment rates are determined according to existing <i>CHIS tools</i></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
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

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
CHIS tools may include but are not limited to:	<ul style="list-style-type: none"> • CHIS tools <ul style="list-style-type: none"> ○ MOH 516 Chalk board ○ MOH 100 ○ MOH 513 ○ MOH 514 ○ MOH 515 ○ Kenya Health Information System (KHIS)

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 Carried out social mobilization and participation</p> <p>1.5 Developed enrollment strategies in to health insurance</p> <p>1.6 Monitored enrollment on health insurance</p>
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	1.7 Demonstrated understanding of health insurance schemes
2 Resource Implications	The following resources should be provided: 2.1 Training manuals 2.2 Projector 2.3 Defaulter tracing register 2.4 Stationary 2.5 Assessment sheets 2.6 Computer 2.7 CHIS Tools
3 Methods of Assessment	Competency in this unit may be assessed through: 3.1 Oral 3.2 Written 3.3 Third party 3.4 Case study 3.5 Observation
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 SERVICE STRATEGIES

UNIT CODE: HE/OS/CH/CR/05/4/A

UNIT DESCRIPTION

This unit specifies the competencies required to conduct community health service strategies. It involves establishing community health units and conducting advocacy, communication and social mobilization.

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 Workers/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 workers and community health committee</i> are defined based on health guidelines</p>
<p>2 Conduct advocacy, communication and social mobilization</p>	<p>2.1 <i>Household health needs</i> are identified based on health needs assessment report</p> <p>2.2 <i>Social mobilization and advocacy strategies</i> are identified based on target population and community health needs</p> <p>2.3 Health advocacy plan is implemented based health needs</p> <p>2.4 Advocacy resources are identified based on advocacy plan</p> <p>2.5 Implementation and evaluation are carried out based on available resources</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/ drug interrupters (ART, TB and Immunization)• Referrals to health facilities• First Aid Services
Roles and responsibilities of Health workers and community health committee may include but are not limited to:	<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 s• Provide palliative care• Provide psychosocial support• Documentation
Household health needs may include but are not limited to:	<ul style="list-style-type: none">• WASH• NCDs• Nutrition• MNCHA

Social mobilization and advocacy strategies may include but are not limited to:	<ul style="list-style-type: none"> • Door to door • Awareness walks • Media • Posters • Community barazas and gatherings
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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
- 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 workers
- 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 health unit boundaries and selected Community health workers and community health committees 1.2 Identified household health needs 1.3 Conducted advocacy, communication and social mobilization 1.4 Demonstrated understanding of community entry processes
<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 (CHW and CHC training manual)
<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>

MONITOR GENDER, DISABILITY AND VULNERABLE GROUPS

UNIT CODE: HE/OS/CH/CR/06/4/A

UNIT DESCRIPTION

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

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 Identify vulnerable groups and GBV cases</p>	<p>1.1 <i>Vulnerable groups</i> in the community are identified, recorded and quantified based on prevailing situation and disasters</p> <p>1.2 <i>GBV cases</i> are identified and referred based on standard procedure</p> <p>1.3 Post Rape Care form are obtained and filled according to guidelines and procedures</p> <p>1.4 <i>Vulnerability contributing factors</i> are determined based on community support programme</p> <p>1.5 Interventions are made based on health needs and available resources.</p> <p>1.6 Stakeholders and partners are involved based on identified health intervention.</p>
<p>2. Conduct health needs assessments</p>	<p>2.1 Health needs are identified and prioritized based on community health needs</p> <p>2.2 Partnerships with local organizations and agencies that may already be serving vulnerable populations in the community' is identified and strengthened</p> <p>2.3 Community populations and areas that may need targeting are determined based on hazard approach procedures</p> <p>2.4 Action on felt needs is implemented based on available resources</p>

	2.5 <i>Needs of vulnerable populations</i> are integrated into all aspects of planning and plan development according to severity of situations
3. Carry out civic education	3.1 <i>Issues of interest in the community</i> are identified according to the community needs 3.2 Target audience are identified based on needs assessment outcome 3.3 Cohort selection is done based on health message delivery approach and community structure
4. Provide health care and social services linkages	4.1 Health awareness is created based on situational analysis. 4.2 Community linkage structures formed based on scope of any existing structures and existing population 4.3 Social protection interventions are provided according to needs assessment 4.4 Dialogue and health action days are conducted according to health status and community health needs 4.5 Social assistance programs are initiated according to needs assessment outcome 4.6 Services access barriers are identified and addressed in accordance with service delivery procedures
5. Establish support groups	5.1 Identification of support groups is done based on community health service delivery 5.2 Support group training needs are identified based on community health activities. 5.3 Support group strategies to increase their functionality and health is developed according to performance standard

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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<p>Vulnerability contributing factors may include but are not limited to:</p>	<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
<p>Vulnerable groups may include but are not limited to:</p>	<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
<p>GBV cases may include but are not limited to:</p>	<ul style="list-style-type: none"> • Sexual/Rape/defilement • Domestic violence
<p>Needs of vulnerable populations may include but are not limited to:</p>	<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
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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
- 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 Identified and referred GBV cases 1.3 Identified and prioritized health problems 1.4 Conducted situational analysis and identified issues of interest in the community 1.5 Provided health care and social services linkages 1.6 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 2.5 Training Manuals 2.6 Post Rape Care (PRC) Form 2.7 MOH 364 Sexual Gender Based Violence Summary Form
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.

