REPUBLIC OF KENYA

Homecare Management Course

Syllabus and Regulations

Developing a competent homecare worker

Employment opportunities for all
National Employment Authority

National Employment Authority

Homecare Management Course

Syllabus and Regulations

June 2018

NATIONAL EMPLOYMENT AUTHORITY

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FOREWORD

The Homecare Management course was developed to address the challenges faced by people working in private households and institutions such as children homes, hospitals, hostels and boarding institutions. The development of this curriculum was further necessitated by increased demand from families, employers and employment agencies requesting for qualified staff that can confidently manage their homes and institutions.

To address the skill-gaps in this sector, the Ministry of Labour and Social Protection (ML & SP) through the National Employment Authority (NEA) and the National Industrial Training Authority (NITA) brought together various specialists and stakeholders in the development of this curriculum.

The curriculum aims at creating a qualified, productive, healthy workforce with practical knowledge and skills in homecare management. It outlines the instructional areas, skill activities, appropriate methods of carrying out the activities and suggested assessment criteria for various sub-unit contents. It is envisaged that the user of this curriculum will be innovative and creative in applying the concepts in the prevailing circumstances and content area. It is my sincere hope that trainers and trainees of the Homecare Management course will find this document useful resource in improving their knowledge and competencies.

Lack of pre-departure training for Kenyan migrant workers results in some of them experiencing culture shock; as a result this affects their productivity and often leads to absconding of duty and subsequent premature termination of employment contracts. The challenges associated with lack of pre-departure training and orientation mainly affect the unskilled and semi-skilled workers. This curriculum has incorporated Pre-Departure Training course unit together with Life Skills to address associated challenges. In this in mind, the curriculum therefore aims at acquainting migrant workers to envisaged challenges in the new environment in the host country.

I therefore appeal to all stakeholders, especially the training providers and the employers, to work together to ensure effective implementation of this curriculum. This will achieve great improvements in the quality of training of personnel engaged in the sector. It will also empower Kenyan migrant workers by offering them a negotiating power for better terms and conditions of employment.
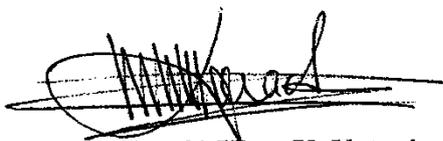
Hon. (Amb) Ukur K. Yatani
CABINET SECRETARY
MINISTRY OF LABOUR AND SOCIAL PROTECTION

PREFACE

Homecare workers comprise a significant part of the Kenyan labour force. In Kenya such workers perform various services for individuals, family or institutions. The services they provide include care for children, elderly or sick members of a family, cleaning, cooking, laundry, gardening, guarding, running errands for the family and taking care of household pets. While women are concentrated in cleaning and care services, men tend to be engaged as gardeners, drivers, or security guards.

Despite the increase in demand for homecare workers, both locally and abroad, there has not been any national training curriculum to guide training providers in this sector. In order to respond to the contemporary issues in the society, the curriculum has addressed drugs and substance abuse, communication skills, life skills and issues pertaining to persons with special needs.

The syllabus is designed and organized to guide the trainer on in-depth teaching with a clear outline of the general learning outcomes, specific learning outcomes, teaching/learning activities and suggested methods of evaluating the trainee's achievement. It takes care of developments in technology and emerging issues and trends in the homecare industry. The curriculum is modular and competency based; allowing for trainees' exit to the world of work and easy re-entry to the course.

NEA ensured that this programme responds to the calling of the Kenya Constitution 2010 and Vision 2030. The curriculum contributes to the economic and social pillars of Vision 2030 by providing trainees with knowledge and skills that will enable them to actively participate in the socio-economic development of the country.

It is my hope and belief that this syllabus will go a long way in equipping the trainees with the necessary skills in home care management.
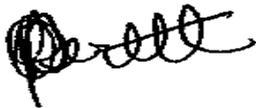
Mrs. Winnie Pertet

CHAIRPERSON
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ACKNOWLEDGEMENT

Edith Okoki

Ag. DIRECTOR GENERAL
NATIONAL EMPLOYMENT AUTHORITY

ABBREVIATIONS AND ACRONYMS

CDTD	Centre for Domestic Training and Development
ILO	International Labour Organization
KICD	Kenya Institute of Curriculum Development
ML& SP	Ministry of Labour and Social Protection
NEA	National Employment Authority
NHRPD	National Human Resource Planning and Development
NITA	National Industrial Training Authority
YEDF	Youth Enterprise Development Fund

1.0   BACKGROUND INFORMATION

Kenya aspires to become a globally competitive country offering high quality life to all her citizens by the year 2030. The social, economic and political pillars of the Kenya Vision 2030 are anchored on the existence of a skillful, productive, competitive and adaptive human resource base. The Constitution also advocates for decent work, in which gainful employment is promoted simultaneously with fundamental rights at work, adequate income from work, representation and social protection.

Homecare workers comprise a significant part of the global workforce in employment and are among the most vulnerable groups of workers. The International Labour Organization (ILO) estimates that there are 67 million domestic workers worldwide and this number is increasing steadily in developed and developing countries.

In Kenya homecare workers perform various services for individuals, family or institutions. The services they provide include care for children, elderly or sick members of a family; cleaning, cooking, laundry, gardening, guarding, running errands for the family, and taking care of household pets. While women are concentrated in cleaning and care services, men tend to be engaged as gardeners, drivers or security guards.

In recognition of the critical role played by domestic workers, the ILO conference adopted Convention No. 189 on Domestic Workers in 2011. The Convention requires member states to take measures to ensure effective promotion and protection of the human rights of domestic workers, respect, promote and realize the fundamental principles and rights at work. It also requires member states to take measures to ensure that domestic workers enjoy effective protection against all forms of abuse, harassment and violence, enjoy fair terms of employment as well as decent working conditions and decent living conditions that respect their privacy. The convention further requires that migrant domestic workers who are recruited in another country for domestic work, receive a written job offer or contract of employment that is enforceable in the country in which the work is to be performed.

The Kenyan society has witnessed unprecedented rapid growth in all aspects of life which has made many couples and individuals to have their homes being manned by Homecare workers. In addition, a sizeable number of care workers is employed in foreign countries notably the Gulf region. These workers are however engaged on less favourable terms compared to those of other countries largely due to the fact that they lack the requisite training. Despite the increase in demand for homecare workers, both locally and abroad, there has not been any national training curriculum to guide training providers in this sector. In order to respond to the contemporary issues in the society, the curriculum has addressed drugs and substance abuse, communication skills, life skills and issues pertaining to persons with special needs.

2.0   INTRODUCTION TO THE COURSE

The Homecare Management Course is intended to equip the trainee with knowledge, skills, values and attitudes that will enable him/her to understand and effectively manage and perform the operations of homecare services in private households, children's homes, hospitals, hostels and boarding institutions both locally and abroad. It will also help the trainee to identify, evaluate and control workplace hazards and advice employers accordingly.

The trainers are encouraged to continuously carry out research to establish the emerging trends and issues and integrate them in the teaching. The course includes mandatory units, which are, **Homecare** and **Life Skills** in order to enhance interpersonal relationship and positive work ethics in domestic work. It also has two optional units in **Childcare** and **Homecare Nursing. Pre-departure Training** is a mandatory unit for workers who have secured employment in foreign countries.

Homecare Management Course targets those with minimum Kenya Certificate of Primary Education (KCPE) or equivalent qualifications to prepare them to perform duties as salaried or self-employed

workers. This curriculum has been developed in line with other National Industrial Training Authority (NITA) industrial training curricula.

2.1   Name of the Course

The course in named Homecare Management

2.2   Course Description

The Homecare Management is packaged in five stand-alone units comprising of:

- Mandatory units for domestic worker
  1. Homecare
  2. Life Skills
- Optional units for domestic worker
  1. Childcare
  2. Homecare Nursing
- Mandatory unit for foreign migrant workers
  1. Life Skills
  2. Pre-departure Training

Each unit prepares the trainee to perform specific tasks that in total combine to impart the desired competencies, thus producing the desired graduate. The course applies a competency based approach and lays emphasis on practical work. The trainee is therefore expected to spend considerable time on practical lessons. The trainers of this course are further encouraged to take into considerations the interests of persons with disability as prescribed in the Persons with Disability Act of 2003.

Each sub-unit has the expected competences, a theoretical component with its specific learning outcome and content and a practical component with its specific learning outcomes and content. At the end of the each sub-unit, a list of suggested teaching and learning resources, activities as well as assessment methods has been included. The list is not exhaustive and the trainer/trainee is encouraged to utilize other resources deemed relevant.

2.3   General Learning Outcomes of the Course

By the end of the course, the trainee should be able to:
a) Undertake Homecare management work locally and abroad
b) Negotiate for favourable terms and conditions of employment
c) Develop skills, attitudes and values that promote positive, responsible and healthy life styles
d) Care for children in a household or in an institution.
e) Care for the elderly and persons requiring nursing in a household or in an institution
f) Create a firm foundation for further training

3.0   REGULATIONS OF THE COURSE

3.1   Approval of the training institutions

Institutions offering this course should be recognised and approved by National Employment Authority and the National Industrial Training Authority.

3.2   Duration of the Course

The duration of the course is 360 hours. The trainee shall spend 120 hours for the basic units (Homecare and Life Skills) in the institution and 40 hours in homes to gain practical experience.

Couse Units	Duration in Hours		Total
	Theory	Practice	
Homecare	16	64	80
Life Skills	13	27	40
Pre-Departure Training	12	28	40
Child Care	21	59	80
Homecare Nursing	17	63	80
Work Placement	-	40	40
Total	**79**	**281**	**360**

3.3 Entry Requirements

At least 18 years old or as determined by employment regulations as per Ministry of Labour and Social Protection/National Employment Authority regulations.
Note: Special arrangement to be put in place to assess those who are already employed but lack the minimum educational requirements.

3.4 Assessable Units
1. Homecare
2. Life Skill
3. Pre-Departure Training
4. Child Care
5. Homecare Nursing
6. Work Placement

4.0 ATTENDANCE AND COURSE WORK REQUIREMENTS

4.1. Pattern of Attendance
The mode of training attendance can be organized on either full time or part time basis. However Pre-departure Training will be taken on full time basis only.

4.2. Course Work Marks
Continuous assessment marks for the course work must be kept by the institution and details must be submitted to National Industrial Training Authority (NITA) in respect of each candidate entered for the assessment within the stipulated time before the external assessment is taken.

4.3. Coursework Assessment
Continuous assessment will be given by the host institution while external assessment will be offered by NITA. NITA will provide guidelines on the weighting of continuous and external assessment in the determination of the final grade for each course unit.

5.0 ASSESSMENTS AND AWARD OF CERTIFICATES

5.1 Assessments
The assessment of all the units shall be competency based.

5.2 Internal Assessments
The training institutions will conduct course work and/or project work assessments based on the competences acquired during the training. The institutions will offer internal assessment at the end of each unit and keep these records for use at the end of the course to determine the final grade. The course work/project work and/or assessments shall also be used during the re-entry to the course or for the award of credit transfer.

5.3   External Assessment

NITA will offer external assessment on the Homecare   Management course.

5.4   Eligibility for Assessment

Candidates enrolling for the assessment must at the time of registration for the assessment have successfully completed the required competence in each course unit and completed 90% course time attendance. The assessment shall include theory and practice in key competency areas.

5.5   Continuous Assessment

Continuous assessment will be prepared and marked by the institution providing the training. The institution will issue statements of results to NITA.

5.6   Assessment Results

In order to qualify for the award of Homecare   Management the candidate must pass all the units of the course. Each candidate will receive all records of performance as per NITA grading system.

5.7   Award of Certificate

NITA in conjunction with approved training institutions will issues the candidates with result slips for units passed and award a Certificate in Homecare   Management course to candidates who obtain a pass on each of the course units.

5.8   General Assessment Regulation

In the event of any inconsistency arising between the regulations as set out in this syllabus and the General Regulations published by the assessment body, the General Regulations of the NITA shall prevail.

5.9   Course Unit Coding and Time Allocation

| Code | Course Units Code | Time in Hours | | Total |
		Theory	Practice	
HC6.0	Homecare	16	64	80
LS7.0	Life Skills	13	27	40
PDT8.0	Pre-Departure Training (Optional but mandatory for foreign migrant workers)	12	28	40
CC9.0	Childcare	47	33	80
HN10.0	Home Nursing	23	57	80
WP11.0	Work Placement	0	40	40
Total		**111**	**249**	**360**

HC6.0   HOMECARE

HC6.1   Introduction

Homecare is a service provided in homes by domestic workers and includes housekeeping, laundry work, cookery, supplies control, household waste disposal among others. Today, women who were traditionally expected to perform household chores are now taking up full-time jobs that keep them away from home for many hours. This has created a gap necessitating engagement of home assistants to perform the household chores. Some of these home assistants lack relevant knowledge and skills to perform the household work and sometimes may end up being underpaid, exploited and abused.

This unit aims at equipping the domestic worker with relevant skills, knowledge and attitudes necessary to perform duties as homecare assistants. The course will also professionalize domestic work hence providing opportunities for career growth.

HC6.2   General Learning Outcomes

By the end of this unit, the trainee should be able to:
a) Perform housekeeping tasks
b) Carry out laundry work
c) Prepare and serve food
d) Care for pets
e) Control supplies in the home
f) Dispose household wastes responsibly
g) Care for children
h) Perform home nursing duties

HC6.3   Unit Summary and Time Allocation

Codes	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
HC.01	House Keeping	- Importance of house keeping - Cleaning equipment and materials - Household cleaning agents - Cleaning methods - Cleaning of surface finishes - Preparation of a cleaning work plan - General house organisation - Caring for shoes - Safety measures in housekeeping operations	3	11	14
HC.02	Laundry Work	- Laundry work - Hygiene and safety measures in laundry work - Laundry work tools and equipment - Laundry agents - Laundry of articles - Stain removal - Finishing of articles - Care labels - Methods of controlling laundry work supplies	2	12	14

Codes	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
HC.03	Cookery	- Meaning of terms - Reasons for cooking foods - Kitchen layout - Kitchen tools and equipment - Kitchen hygiene and safety - Types of food commodities - Meal planning - Menu planning - Preparation of a shopping list - Cooking methods - Food and beverages service	4	28	32
HC.04	Household Waste Disposal	- Meaning of terms - Importance of proper disposal of household wastes - Household waste disposal - Control of household pests	1	2	3
HC.05	Pets	- Types of pets - Importance of pets - Care for pets - Legal requirement in keeping pets - Challenges of keeping pets	1	2	3
HC.06	Introduction to Childcare	- Importance of childcare - Developmental milestones of a child - Family centred childcare - Child care services - Preparation of meals for a child - Play activities for a child - First Aid - Challenges in child care	2	4	6
HC.07	Introduction to Home Nursing	- Importance of home nursing - Duties of a home nurse - Qualities of a home nurse - Personality of the sick or infirm - Factors to consider in home nursing - Features of a home for nursing - Challenges in home nursing	2	4	6
HC.08	Emerging Issues and Trends in Homecare	- Emerging issues and trends in Homecare - Challenges posed by emerging issues and trends in Homecare	1	1	2

Codes	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
		- Cope with challenges posed by emerging issues and trends in Homecare			
Total			**16**	**64**	**80**

HC.1.01   HOUSE KEEPING

Competence
The trainee should have the ability to perform housekeeping duties safely

Theory
HC.01T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) explain the importance of house keeping
b) identify cleaning equipment and materials
c) identify household cleaning agents
d) describe cleaning methods
e) describe cleaning of surface finishes
f) explain preparation of a cleaning work plan
g) describe the general house organisation
h) describe caring of shoes
i) outlining safety measures in housekeeping operations

Content
HC.01T1   Importance of house keeping
i)   Meaning of terms
ii)   Importance of house keeping
iii)   Areas of house keeping
iv)   Qualities of housekeeping staff
v)   Housekeeping etiquette
vi)   Hygiene in house keeping
HC.01T2   Cleaning equipment and materials
i)   Meaning of cleaning
ii)   Importance of cleaning
iii)   Cleaning equipment
iv)   Cleaning materials
v)   Classification
vi)   Selection
i)   Use of cleaning equipment and materials
ii)   Improvisation
HC.01T3   Household cleaning agents
i)   Meaning of terms
ii)   Types
iii)   Choice
iv)   Use and storage
v)   Improvisation
HC.01T4   Cleaning methods
i)   Methods
ii)   Cleaning frequency
iii)   Choice
iv)   Procedures
HC.01T5   Cleaning surface finishes
i)   Meaning of surface finishes
ii)   Types
iii) Procedures of cleaning
HC.01T6   Preparation of a cleaning work plan
i)   Meaning of terms
ii)   Sequence of work

	iii) Plan of work
HC.01T7	General house organisation
	i) Factors to consider when organising a house
	ii) Organising different rooms
	iii) Procedure of making a bed
HC.01T8	Caring for shoes
	i) Types of shoes
	ii) Factors to consider when caring for different types of shoes
	iii) Care procedures
HC.01T9	Safety measures in housekeeping operations
	i) Meaning of terms
	ii) Importance of safety in housekeeping operations
	iii) Housekeeping etiquette
	iv) Methods of controlling housekeeping supplies

Practice

HC.01P0 **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) identify areas requiring housekeeping services
b) select cleaning equipment and materials
c) choose household cleaning agents
d) use cleaning methods
e) clean different surface finishes
f) prepare a cleaning work plan
g) organise different rooms in the house
h) care for different types of shoes
i) practice safety in housekeeping operations

Content

HC.01P1	Identifying areas requiring housekeeping services
HC.01P2	Selecting cleaning materials and equipment
	i) Identification
	ii) Selection
	iii) Use
	iv) Care
	v) Storage
HC.01P3	Choosing household cleaning agents
	i) Identification
	ii) Choose
	iii) Use
	iv) Storage
HC.01P4	Using cleaning methods
	i) Sweeping
	ii) Dusting
	iii) Mopping
	iv) Scrubbing
	v) Damp cleaning
	vi) Hovering
HC.01P5	Cleaning different surface finishes
	i) Types of floors
	ii) Types of surfaces

HC.01P6	Preparing a cleaning work plan
HC.01P7	Organising different rooms in the house
HC.01P8	Caring for shoes
HC.01P9	Practice safety in housekeeping operations

iii)   Methods of cleaning

HC.01P6   Preparing a cleaning work plan
  i)   Schedule of work
  ii)   Sequence of work

HC.01P7   Organising different rooms in the house
  i)   Kitchen
  ii)   Living rooms
  iii)   Bedroom
  iv)   Washrooms
  v)   Laundry
  vi)   Pit latrine and bath shelter

HC.01P8   Caring for shoes
  i)   Types of shoes
  ii)   Cleaning procedures
  iii)   Storage

HC.01P9   Practice safety in housekeeping operations

Suggested Teaching and Learning Resources
- Posters of cleaning materials and agents
- Charts on room layouts
- Cleaning tools, equipment and materials
- Cleaning uniform
- Different types of shoes
- Safety signage
- Internet
- Video clips on cleaning
- Textbooks

Suggested Teaching and Learning Activities
- Demonstration on cleaning activities
- Discussion
- Note taking
- Experiential sharing

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation

HC.02   LAUNDRY WORK

Competence
The trainee should have the ability to carry out laundry work

Theory
HC.02T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a)   describe laundry work
b)   explain hygiene and safety measures in laundry work
c)   identify laundry work tools and equipment
d)   identify laundry agents
e)   describe laundry of articles
f)   explain stain removal
g)   describe finishing of articles

h) interpret care labels

i) explain methods of controlling laundry work supplies

Content

HC.02T1   Laundry work

    i)   Meaning of terms

    ii)   Importance of laundry work

    iii)   Layout of the laundry work area

HC.02T2   Hygiene and safety measures in laundry work

    i)   Meaning of terms

    ii)   Importance of hygiene and safety in the laundry work area

    iii)   Hygiene rules

    iv)   Safety measures

HC.02T3   Laundry work tools and equipment

    i)   Classification of laundry work tools and equipment

    ii)   Use, care and maintenance of laundry work tools and equipment

HC.02T4   Laundry agents

    i)   Meaning of terms

    ii)   Types

    iii)   Selection

    iv)   Preparation

    v)   Use and storage

HC.02T5   Laundry of articles

    i)   Meaning of terms

    ii)   Types of fabrics

    iii)   Order of laundry procedures

    iv)   Special care in laundry

    v)   Laundry procedures for different articles/garments

HC.02T6   Stain removal

    i)   Meaning of terms

    ii)   Types of stains

    iii)   Stain removal agents

    iv)   Rules in stain removal

    v)   Methods of stain removal

    vi)   Storage of stain removal agents

HC.02T7   Finishing of articles

    i)   Meaning of terms

    ii)   Importance

    iii)   Finishing procedures

    iv)   Storage

HC.02T8   Care labels

    i)   Meaning of terms

    ii)   Importance

    iii)   Classification

HC.02T9   Methods of controlling laundry work supplies

Practice

HC.02P0   Specific Learning Outcomes

By the end of the sub-unit, the trainee should be able to:

a) illustrate layout of laundry work area

b) practice hygiene and safety measures during laundry work

c) use laundry tools and equipment
d) use laundry agents
e) launder articles
f) remove stains
g) finish articles
h) use information on care labels
i) control laundry work supplies

Content

HC.02P1	Illustrating layout of laundry work area
HC.02P2	Practicing hygiene and safety measures in laundry work
HC.02P3	Using laundry tools and equipment

    i)   Types
    ii)   Use
    iii)   Care
    iv)   Maintenance
    v)   Storage

HC.02P4   Using laundry agents

    i)   Types
    ii)   Selection
    iii)   Preparation
    iv)   Use
    v)   Storage

HC.02P5   Laundering articles

    i)   Types of fabrics
    ii)   Laundry procedures for articles

HC.02P6   Removing stains

    i)   Types of stains
    ii)   Rules of stain removal
    iii)   Stain removal agents
    iv)   Methods of stain removal
    v)   Storage of stain removal agents

HC.02P7   Finishing articles

    i)   Finishing procedures
    ii)   Storage

HC.02P8	Using information on care labels
HC.02P9	Controlling laundry work supplies

Suggested Teaching and Learning Resources

- Posters on care labels
- Charts
- Gloves
- Masks
- Articles
- Sample care labels
- Laundry equipment
- Laundry agents
- Cleaning uniform
- Safety signage

Suggested Teaching and Learning Activities
- Demonstration on laundering articles
- Discussions on laundering procedures
- Taking notes

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation

HC.03   COOKERY

Competence
The trainee should have the ability to prepare and serve meals

Theory
HC.03T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) explain the meaning of terms
b) explain the reasons for cooking food
c) describe the kitchen layout
d) identify kitchen tools and equipment
e) explain kitchen hygiene and safety
f) identify types of food commodities
g) explain meal planning
h) explain menu planning
i) explain preparation of a shopping list
j) describe cooking methods
k) explain food and beverages service

Content
HC.03T1   Meaning of terms
- Cookery
- Cooking
- Food
- Beverage
- Service
HC.03T2   Reasons for cooking foods
HC.03T3   Kitchen layout
i)   Sections of the kitchen
ii)   Kitchen work triangle
iii)   Importance kitchen layout
iv)   Types of kitchen layout
HC.03T4   Kitchen equipment and tools
i)   Meaning of terms
ii)   Types
iii)   Use, care, maintenance and storage
HC.03T5   Kitchen hygiene and safety
i)   Meaning of terms
ii)   Importance of hygiene and safety
iii)   Ensuring hygiene and safety
iv)   Cleaning the kitchen and waste disposal
HC.03T6   Types of food commodities

	i)	Classification
	ii)	Selection
	iii)	Handling and storage
HC.03T7	Meal planning	
	i)	Meaning of terms
	ii)	Importance
	iii)	Factors to consider when planning meals
	iv)	Planning meals for different groups
	v)	Challenges in planning meals
HC.03T8	Planning menus	
	i)	Importance
	ii)	Types
	iii)	Format
	iv)	Factors to consider in menu planning
HC.03T9	Prepare a shopping list	
	i)	Factors to consider
	ii)	Writing a shopping list
	iii)	Methods of controlling cookery supplies
HC.03T10	Cooking Methods	
	i)	Identify cooking methods
	ii)	Factors to consider when selecting a cooking method
	iii)	Basic recipes
HC.03T11	Food and beverage service	
	i)	Meaning of terms
	ii)	Importance
	iii)	Tools, equipment and materials
	iv)	Methods of serving food and beverages
	v)	Setting the service areas
	vi)	Serve food and beverages
	vii)	Clearing service area
	viii)	Service etiquette

Practice

HC.03P0   Specific Learning Outcomes

By the end of the sub-unit, the trainee should be able to:

a) illustrate kitchen layout
b) use kitchen tools and equipment
c) practice kitchen hygiene and safety
d) prepare food commodities
e) plan meals and menus
f) use menus to prepare meals
g) write a shopping list
h) cook foods using different methods
i) serve food and beverages

Content

HC.03P1	Illustrating kitchen layouts	
HC.03P2	Using kitchen equipment and tools	
	i)	Types
	ii)	Use, care, maintenance and storage
HC.03P3	Practicing kitchen hygiene and safety	
	i)	Hygiene rules

	ii) Safety rules
	iii) Cleaning the kitchen
HC.03P4	Preparing food commodities
	i) Selection
	ii) Preparation
	iii) Storage
HC.03P5	Planning meals and menus
	i) Balanced diet
	ii) Factors to consider when planning meals and menus
	iii) Planning meals for different groups
HC.03P6	Using menus to prepare meals
	i) Plan menus
	ii) Use menus
HC.03P7	Writing a shopping list
	i) Factors to consider
	ii) Writing a shopping list
HC.03P8	Using cooking methods
	i) Basic recipes
	ii) Methods of cooking
HC.03P9	Serving food and beverages
	i) Equipment and materials
	ii) Methods of serving food
	iii) Methods of serving beverages
	iv) Setting the service areas
	v) Clearing service area
	vi) Service etiquette

Suggested Teaching and Learning Resources
- Posters
- Charts
- Food items
- Textbooks
- Kitchen equipment, tools and materials
- Recipes
- Internet
- Magazines
- Resource persons

Suggested Teaching and Learning Activities
- Demonstrate use of kitchen tools and equipment
- Discussion
- Field visits to the market

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation

HC.04   HOUSEHOLD WASTE DISPOSAL

Competence
The trainee should have the ability to dispose household wastes

Theory

HC.04T0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
a) explain meaning of terms
b) explain importance of proper disposal of household wastes
c) explain household waste disposal
d) explain control of household pests

Content

HC.04T1   Meaning of terms

HC.04T2   Importance of proper disposal of household wastes
     i)   Meaning of terms
     ii)   Importance
     iii)   Factors to consider

HC.04T3   Household waste disposal
     i)   Types
     ii)   Methods of disposal
     iii)   Tools, equipment and materials in waste management
     iv)   Personnel in waste disposal management
     v)   Challenges in waste disposal

HC.04T4   Household pests control
     i)   Meaning of terms
     ii)   Importance of pest control
     iii)   Types of pests
     iv)   Methods of pest control
     v)   Tools, equipment and materials in waste management
     vi)   Challenges in pest control

Practice

HC.04P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
a) Dispose household waste
b) Clean home environment
c) Control household pests

Content

HC.04P1   Disposing household waste
     i)   Types
     ii)   Waste disposal methods
     iii)   Process of waste disposal
     iv)   Tools, equipment and materials in waste disposal
     v)   Personnel in waste management

HC.04P1   Cleaning home environment

HC.04P2   Controlling household pests
     i)   Types of pests
     ii)   Methods of control
     iii)   Tools, equipment and materials in pest control
     iv)   Challenges in pest control

Suggested Teaching and Learning Resources
- Refuse bins
- Tools

- Equipment
- Materials
- Pesticide spray
- Rodents traps
- Posters
- Charts
- Resource persons
- Internet
- Magazines
- Text books

Suggested Teaching and Learning Activities
- Demonstrate pest control using pesticide spray
- Discussion
- Sorting wastes

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation

HC.05   **PETS**

Competence
The trainee should have the ability to take care of pets in the home.

Theory
HC.05T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify types of pets
b) explain importance of pets
c) explain care for pets
d) outline legal requirement in keeping pets
e) outline challenges of keeping pets

Content
HC.05T1   Types of pets
HC.05T2   Importance of pets
i)   Companionship
ii)   Security
iii)   Control of pests
iv)   Aides
HC.05T3   Care for pets
i)   Cleaning
ii)   Feeding
iii)   Health care
iv)   Shelter
v)   Exercise/leisure
vi)   Control of pests
HC.05T4   Legal requirement for keeping pets
HC.05T5   Challenges of keeping pets

Practice

HC.05P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) care for pets

b) handle challenges of keeping pets

Content

HC.05P1   Caring for pets

i)   Cleaning

ii)   Feeding

iii)   Health care

iv)   Shelter

v)   Exercise/leisure

vi)   Control of pests

HC.05P2   Handling challenges of keeping pets

Suggested Teaching and Learning Resources

- Charts
- Cleaning tools, equipment and materials
- Video clips
- Resource persons
- Internet
- Journals and magazines
- Text books

Suggested Teaching and Learning Activities

- Demonstration
- Discussion
- Field visits

Suggested Assessment Methods

- Observation
- Assignments
- Oral presentation

HC.06   **INTRODUCTION TO CHILDCARE**

Competence

The trainee should have the ability to care for a child

Theory

HC.06T0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) explain importance of childcare

b) outline developmental milestones of a child

c) discuss family centred childcare

d) describe childcare services

e) describe preparation of meals for a child

f) discuss play activities for a child

g) explain first aid applicable in childcare

h) identify challenges in childcare

Content

HC.06T1   Importance of childcare
- i)   Meaning of terms
- ii)   Importance
- iii)   Roles of a childcare provider
- iv)   Factors to consider when engaging a childcare provider
- v)   Qualities of a childcare provider
- vi)   Requirements of a child

HC.06T2   Developmental milestones of a child
- i)   Meaning of milestones
- ii)   Developmental milestones
- iii)   Challenges in milestones development

HC.06T3   Family Centred in childcare

HC.06T4   Child care services
- i)   Importance
- ii)   Environment for child development
- iii)   Child supervision
- iv)   Tools, equipment and materials
- v)   Feeding
- vi)   Bathing and dressing a baby
- vii)   Sleeping
- vii)   Health care needs
- viii)   Challenges in childcare services

HC.06T5   Preparation of meals for a child
- i)   Importance
- ii)   Tools, equipment and materials
- iii)   Types of food
- iv)   Balanced diet
- v)   Cooking methods
- vi)   Feeding the baby
- vii)   Handling breast milk
- viii)   Hygiene and safety

HC.06T6   Child play activities
- i)   Importance
- ii)   Safety in child play
- iii)   Tools, equipment and materials
- iv)   Playing
- v)   Reading
- vi)   Singing
- vii)   Entertainment
- viii)   Challenges in child play

HC.06T7   First aid applicable in childcare

HC.06T8   Challenges in childcare

Practice

HC.06P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
- a) Identify developmental milestones in a child
- b) Provide childcare services
- c) Prepare meals for a child
- d) Participate in child play activities
- e) Perform first aid procedures in a child

Content

HC.06P1   Identifying developmental milestones in a child
- i)   Developmental milestones
- ii)   Challenges in developmental milestones

HC.06P2   Providing childcare services
- i)   Environment for child development
- ii)   Child supervision
- iii)   Tools, equipment and materials
- iv)   Feeding
- v)   Bathing and dressing a baby
- vi)   Sleeping
- iii)   Health care needs
- vii)   Challenges in childcare services

HC.06P3   Meal preparation for a child
- i)   Tools, equipment and materials
- ii)   Types of food
- iii)   Balanced diet
- iv)   Cooking methods
- v)   Hygiene and safety
- vi)   Feeding the baby
- vii)   Handling breast milk

HC.06P4   Participating in child play activities
- i)   Safety in child play
- ii)   Tools, equipment and materials
- iii)   Playing
- iv)   Reading
- v)   Singing
- vi)   Entertainment
- vii)   Challenges in child play

HC.06P5   Perform first aid procedures in a child

Suggested Teaching and Learning Resources
- Posters
- Charts
- Cleaning tools
- Video clips
- Resource persons
- Internet
- Journals and magazines
- Text books

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises
- Experience sharing
- Research
- Field visits

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation

- Report writing

HC.07 INTRODUCTION TO HOME NURSING

Competence
The trainee should have the ability to perform home nursing duties

Theory
HC.07.T0 Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) explain importance of home nursing
b) describe duties of a home nurse
c) state qualities of a home nurse
d) discuss the personality of the sick or infirm
e) state factors to consider in home nursing
f) describe features of a home for nursing
g) discuss challenges in home nursing

Content
HC.07T1 Importance of home nursing
 i) Meaning of terms
 ii) Importance
 iii) Layout of a nursing home
 iv) Hygiene and safety measures

HC.07T2 Duties of a home nurse
 i) Meal preparation
 ii) Feeding
 iii) Bathing
 iv) House keeping
 v) Administer medication
 vi) Physiotherapy services
 vii) Companionship
 viii) Leisure activities
 ix) Shopping
 x) Record keeping

HC.07T3 Qualities of a home nurse
HC.07T4 Personality of the sick or infirm
HC.07T5 Factors to consider in home nursing
 i) Condition of client
 ii) Needs of the client
 iii) Facilities available
 iv) Supplies required
 v) Cost
 vi) Hygiene and safety
 vii) Tasks
 viii) Family support

HC.07T6 Features of a home for nursing
 i) Home layout
 ii) Lighting
 iii) Ventilation
 iv) Accessibility
 v) Support equipment
 vi) House finishes

HC.07T7   Challenges encountered in home nursing
             i)   Language barrier
             ii)   Hostile environment
             iii)   Inadequate facilities
             iv)   Limited information
             v)   Poor working terms
             vi)   Poor working conditions

             Practice
HC.07P0 **Specific Learning Outcomes**
             By the end of the sub-unit, the trainee should be able to:
             a)   perform duties of a home nurse
             b)   demonstrate qualities of a home nurse
             c)   identify factors to consider in home nursing
             d)   identify features of a home for nursing
             e)   handle challenges in home nursing

             Content
HC.07P1   Performing duties of a home nurse
             i)   Meal preparation
             ii)   Feeding
             iii)   Bathing
             iv)   House keeping
             v)   Administer medication
             vi)   Physiotherapy services
             vii)   Companionship
             viii) Leisure activities
             ix)   Shopping
HC.07P2   Demonstrating qualities of a home nurse
HC.07P3   Identifying factors to consider in home nursing
             i)   Condition of client
             ii)   Needs of the client
             iii)   Facilities available
             iv)   Supplies required
             v)   Cost
             vi)   Hygiene and safety
             vii)   Tasks
HC.07P4   Identifying features of a home for nursing
             i)   Home layout
             ii)   Lighting
             iii)   Ventilation
             iv)   Accessibility
             v)   Support equipment
             vi)   House finishes
HC.07P5   Handling challenges in home nursing
             i)   Language barrier
             ii)   Hostile environment
             iii)   Inadequate facilities
             iv)   Limited information
             v)   Poor working terms

             Suggested Teaching and Learning Resources
             -   Posters
             -   Charts

- Cleaning tools
- Video clips
- Resource persons
- Internet
- Journals and magazines
- Text books

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises
- Experience sharing
- Research
- Field visits

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation
- Report writing

HC.08   **EMERGING ISSUES AND TRENDS IN HOMECARE**

Competence
The trainee should have the ability to cope with emerging issues and trends in home care

Theory
HC.08T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify emerging issues and trends in in homecare
b) outline challenges posed by emerging issues and trends in in homecare
c) explain ways of coping with emerging issues and trends in in homecare

Content
HC.08T1   Emerging issues and trends in in homecare
HC.08T2   Challenges posed by emerging issues and trends in in homecare
HC.08T3   Ways of coping with emerging issues and trends in in homecare

Practice
HC.08P0   **Specific Learning Outcomes**
By the end of the sub sub-unit, the trainee should be able to suggest ways of coping with emerging issues and trends in in homecare

Content
HC.08P1   Suggesting ways of coping with emerging issues and trends in in homecare

Suggested Teaching and Learning Resources
- Case studies
- Text books
- Charts
- Resource persons
- The media
- Internet

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Suggested Teaching and Learning Activities
- Discussions
- Brainstorming
- Experiential sharing

Suggested Assessment Methods
- Written tests
- Oral tests
- Assignments

LS7.0   LIFE SKILLS

LS7.1   Introductions
The demand for domestic workers worldwide has been increasing steadily in developed and developing countries. These workers make a significant socio-economic contribution to the employer, themselves, their families and in the countries. Domestic workers are, however faced with psychological, social and economic challenges.

This course unit is intended to equip domestic workers with knowledge, skills, attitudes and values that empower them to manage the challenges they face in life. Further, the course will prepare them to cope with the constantly changing work environment. It is envisaged that the course will adequately equip domestic workers with essential life skills in order to perform their duties effectively.

LS7.2   General Learning Outcomes
By the end of this unit, the trainee should be able to:
a) Conduct themselves ethically
b) Practice good values
c) Handle their personal hygiene
d) Communicate effectively
e) Relate well with employers
f) Use skills of searching for an employment
g) Enhance self-esteem and assertiveness in their relationships with peers, workmates and employer
h) Develop attitudes, skills and values that promote positive, responsible and healthy life styles
i) Ensure safety in the work place
j) Perform first aid
k) Know their rights and obligations in employment
l) Manage their finances
m) Develop skills to cope with day to day life demands and challenges of work

LS7.3   Unit Summary and Time Allocation

Code	Sub-Unit	Content	Time in Hours		
			Theory	Practice	Total
LS.01	Ethics and Values	- Meaning of terms - Importance of ethical practices in work - Importance of observing values in work - Dangers of not practicing ethics and values	1	1	2
LS.02	Personal Hygiene	- Personal hygiene - Personal health care	1	1	2
LS.03	Communication Skills	- Communication - Types of communication - Channels of communication - Barriers to effective communication - Communication in social relations - Influence of culture in communication	1	4	5

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
LS.04	Health and Safety in the Workplace	- Importance of health and safety - Types of health and safety - hazards in a home - Safety measures to be observed in the home	1	3	4
LS.05	First Aid	- Meaning of First Aid - Uses of first aid supplies - First aid procedures	1	5	6
LS.06	Security Within the Home Setting	- Importance of security in the home - Security threats - Types of security devices in a home - Security concerns in handling visitors in a home - Mobile phone security threats	1	3	4
LS.07	Employment Opportunity in Homecare	- Work - Employment opportunities in homecare - Migrant worker recruitment - Methods of searching for employment - Writing of a curriculum vitae - Writing of a cover letter - Writing of an application letter - Preparation for an interview - Emerging issues and trends in employment opportunities in homecare	2	4	6
LS.08	Employer -Employee Relations	- Meaning of terms - Provisions in law that govern the employment relations at the workplace - Employment contract - Rights and obligations in employment - Challenges in employment contract	1	2	3
LS.09	Personal Financial Management	- Importance of personal financial management - Personal budgeting - Importance of financial institutions	2	1	3

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
		- Types of investments			
LS.10	Personal Development	- Self-awareness - Interpersonal skills	1	2	3
LS.11	Emerging Issues and Trends in Life Skills	- Emerging issues and trends in Life Skills - Challenges posed by emerging issues and trends in life skills - Cope with challenges posed by emerging issues and trends in Life Skills	1	1	2
Total			**13**	**27**	**40**

LS.01   ETHICS AND VALUES

Competence
The trainee should have the ability to practice ethics and observe values in and outside work place

Theory
LS.01T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) explain meaning of terms
b) explain importance of ethical practice in work
c) explain importance of observing values in work
d) highlight dangers of not practicing ethics and values

Content
LS.01T1   Meaning terms
LS.01T2   Importance of ethical practices in work
LS.01T3   Importance of observing values in work
LS.01T4   Dangers of not practicing ethics and values

Practice
LS.01P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) role play ethical practices in work in given cases
b) role play value practices in work in given cases
c) use Service Personal Values scale to assess personal values

Content
LS.01P1   Role playing ethical practices in work in given cases
LS.01P2   Role playing value practices in work in given cases
LS.01P3   Using Service Personal Values scale to assess personal values

Suggested Teaching/Learning Resources
- Resource persons
- Ethics and values reports
- Textbooks
- Internet
- Video clips

Suggested Teaching/Learning Activities
- Question and answer
- Discussions

Suggested Evaluation Methods
- Question and answer
- Continuous Assessment Tests

LS.02   PERSONAL HYGIENE

Competence
The trainee should have the ability to practice good hygiene.

Theory
LS.02T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) describe personal hygiene

b) outline personal health care

Content

LS.02T1   Personal hygiene
i)   Definition of terms
ii)   Importance
iii)   Bathing
iv)   Shaving
v)   Brushing
vi)   Use of deodorants
vii)   Hair upkeep
viii)   Personal effects
ix)   Personal grooming

LS.02T2   Personal healthcare
i)   Common ailments
ii)   Sick offs
iii)   Health check up

Practice

LS.02P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a)   Practice personal hygiene
b)   Identify personal health care requirements

Content

LS.02P1   Practicing personal hygiene
i)   Bathing
ii)   Shaving
iii)   Brushing
iv)   Use of deodorants
v)   Hair upkeep
vi)   Personal effects
vii)   Personal grooming

LS.02P2   Identify personal health care requirements
i)   Common ailments
ii)   Sick offs
iii)   Health check up

Suggested Teaching and Learning Resources
-    Posters
-    Charts
-    Cleaning tools
-    Video clips
-    Resource persons
-    Internet
-    Journals and magazines
-    Text books

Suggested Teaching and Learning Activities
-    Demonstration
-    Discussion
-    Note taking
-    Practical exercises
-    Experience sharing

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- Research

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation
- Report writing

LS.03   COMMUNICATION SKILLS

Competence
The trainee should have the ability to communicate effectively

Theory
LS.03T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) describe communication
b) outline types of communication
c) identify channels of communication
d) highlighting barriers to effective communication
e) explain communication in social relations
f) highlighting influence of culture in communication

Content
LS.03T1   Communication
i) Meaning of terms
   - Communication
   - Communication skills
   - Effective communication
LS.03T2   Types of communication
LS.03T3   Channels of communication
ii) Electronic media
iii) Print media
iv) Oral
LS.03T4   Barriers of effective communication
LS.03T5   Communication skills
i) Listening
ii) Questioning
iii) Verbal
iv) Non-verbal
LS.03T6   Communication in social relations
LS.03T7   Culture and diversity in communication
i)   Cultural practices
ii)   Cultural norms
iii) Cultural values

Practice
LS.03P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) use types of communication
b) use a given scenario to role play the application of channels of communication
c) utilise communication skills
d) demonstrate barriers to effective communication

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e) practice communication in social relations
f) observe culture and diversity in communication

Content

LS.03P1 Using types of communication
  i) Verbal
  ii) Non-verbal

LS.03P2 Using a given scenario to role play the application of channels of communication
  i) Electronic media
  ii) Print media
  iii) Oral
  iv) Telephone etiquette

LS.03P3 Utilising communication skills
  i) Listening
  ii) Questioning
  iii) Verbal
  iv) Non-verbal

LS.03P4 Demonstrating barriers to effective communication
  i) Etiquette
  ii) Employer
  iii) Visitors
  iv) Family members
  v) Neighbours
  vi) Colleagues
  vii) Protocol

LS.03P5 Practicing communication in social relations
  i) Etiquette
  ii) Employer
  iii) Visitors
  iv) Family members
  v) Neighbours
  vi) Colleagues
  vii) Protocol

LS.03P6 Observing culture and diversity in communication
  i) Cultural practices
  ii) Cultural norms
  iii) Cultural values
  iv) Emerging issues and trends

Suggested Teaching and Learning Resources
  - Posters
  - Charts
  - Video clips
  - Resource persons
  - Internet
  - Journals and magazines
  - Text books

Suggested Teaching and Learning Activities
  - Demonstration
  - Discussion
  - Note taking

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- Practical exercises
- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Group work presentation

LS.04   **HEALTH AND SAFETY IN THE WORKPLACE**

Competence
The trainee should have the ability to observe health and safety practices in the workplace.

Theory
LS.04T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain the importance of health and safety
b) describe types of health and safety hazards in a home
c) outline safety measures to be observed in the home

Content
LS.04T1   Importance of health and safety
i) Meaning of terms
- Safety
- Health
ii) Importance of safety and health in work place

LS.04T2   Types of health and safety hazards in the home
i) Meaning of terms
- Hazard
- Health hazard
ii) Possible causes of health and safety hazards in a home
iii) Personal safety
iv) Safety for others
v) Putting out fires
- Causes of fire
- Classes of fire
- Fire extinguishers
- Fire drills
- Improvised fire fighting tools and equipment

LS.04T3   Safety measures to be observed in the home
i) House layout
ii) Safety tools, equipment and materials in the home
- Power driven
- Manual
- Improvised
iii) Precautions
iv) Safety consciousness
v) Family involvement
vi) Promotion of safety

Practice
LS.04P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:

a) practice personal safety
b) observe safety of others
c) identify types health and safety hazards in the home
d) apply safety measures
e) use safety tools, equipment and materials in the home
f) fight fires

Content

LS.04P1 Practicing personal safety
- i) Precautions
- ii) Family involvement

LS.04P2 Observing safety of others

LS.04P3 Identifying types health and safety hazards in the home
- i) Chemicals
- ii) Electrical appliances and fittings
- iii) Floors and stair cases
- iv) Tools and equipment
- v) Flammable materials
- vi) Fuels
- vii) Toxins
- viii) Medicines and drugs

LS.04P4 Applying safety measures
- i) Room layout
- ii) Ventilation
- iii) Maintenance
- iv) Exits
- v) Use of tools, equipment and materials
- vi) Storage of flammable materials
- vii) Safety signage

LS.04P5 Using safety tools, equipment and materials in the home
- i) Power driven
- ii) Manual
- iii) Improvise

LS.04P6 Fighting fires
- i) Classes of fire
- ii) Fire extinguishers
- iii) Fire drills
- iv) Improvise
- v) Emerging issues and trends

Suggested Teaching and Learning Resources
- Posters
- Charts
- Cleaning tools
- Video clips
- Resource persons
- Internet
- Journals and magazines
- Text books

Suggested Teaching and Learning Activities
- Demonstration

- Discussion
- Note taking
- Practical exercises
- Experience sharing
- Research

Suggested Assessment Methods
- Observation
- Written tests
- Assignments
- Oral presentation
- Report writing

LS.05   **FIRST AID**

Competence
The trainee should have the ability to administer first aid.

Theory

LS.05T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain the meaning of first aid
b) explain uses of first aid supplies
c) describe first aid procedures

Content
LS.05T1   Meaning of First Aid
i) Importance
LS.05T2   Uses of first aid supplies
i) Content of first aid kit
ii) Improvising first aid items
LS.05T3   First aid procedures
i) Common accidents in the home
ii) First aid procedures
iii) Preventive measures

Practice

LS.05P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) Use first aid supplies
b) Perform first aid procedures
Content
LS.05P1   Using first aid supplies
LS.05P2   Performing first aid procedures

Suggested Teaching and Learning Resources
- Posters
- Charts
- Assorted equipment and materials
- First aid kit
- Signage
- Resource person

- Demonstration
- Role play
- Discussion
- Note taking
- Practical exercises
- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

LS.06   SECURITY   WITHIN THE HOME SETTING

Competence
The trainee should have the ability to take appropriate security measures in a home setting

Theory

LS.06T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) discuss the importance of security in the home
b) outline security threats
c) identify types of security devices in a home
d) highlight security concerns in handling visitors in a home
e) explain mobile phone security threats

Content
LS.06T1   Important of security within the home
LS.06T2   Security threats
LS.06T3   Types of security devices in a home
LS.06T4   Security concerns in handling visitors in a home
LS.06T5   Mobile phone security threats

Practice

LS.06P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) identify security threats
b) use security devices in a home
c) handle visitors in a given security concern
d) identify mobile phone security threats

Content
LS.06P1   Identifying roles of security personnel
LS.06P2   Using security devices in a home
LS.06P3   Handling visitors in a given situation
LS.06P4   Identifying mobile phone security threats

Suggested Teaching and Learning Resources
- Posters on security devices
- Charts
- Assorted security tools, equipment and materials
- Signage
- Resource person

- Demonstration
- Role play
- Discussion
- Note taking
- Practical exercises
- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

LS.07   EMPLOYMENT OPPORTUNITY IN HOME CARE

Competence
The trainee should have the ability to use job searching skills to get employment

Theory

LS.07T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) describe work
b) highlight employment opportunities in homecare
c) outline migrant worker recruitment
d) list methods of searching for employment
e) explain writing of a curriculum vitae
f) explain writing of a cover letter
g) explain writing of an application letter
h) discuss preparation for an interview
i) discuss emerging issues and trends in employment opportunities in homecare

Content
LS.07T1   Work
LS.07T2   Employment opportunities in homecare
LS.07T3   Migrant worker recruitment
LS.07T4   Methods of searching for employment
LS.07T5   Curriculum vitae writing
LS.07T6   Cover letter writing
LS.07T7   Application letter writing
LS.07T8   Preparation for interview
LS.07T9   Emerging issues and trend in employment opportunities in homecare

Practice

LS.07P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) write a curriculum vitae
b) write a cover letter
c) write an application letter
d) prepare for an interview

Content
LS.07P1   Writing curriculum vitae
LS.07P2   Writing cover letter
LS.07P3   Writing an application letter
LS.07P4   Preparing for an interview

Suggested Teaching and Learning Resources
- Posters
- Charts on time management schedule
- Samples of CV and cover letter
- Relevant books
- Resource person

Suggested Teaching and Learning Activities
- Demonstration
- Role play an interview
- Discussion
- Note taking
- Practical exercises

Suggested Assessment Methods
- Observation
- Oral presentation
- Written tests

LS.08   **EMPLOYER – EMPLOYEE RELATIONS**

Competence
The trainee should have the ability to interpret an employment contract

Theory

LS.08T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain the meaning of terms
b) highlight provisions in law that govern the employment relations at the workplace
c) outline an employment contract
d) outline rights and obligations in employment
e) identify challenges in employment contract

Content
LS.08T1   Meaning of terms
LS.08T2   Provisions in law that govern the employment relations at the workplace
      i)   Kenya laws
      ii)   Labour laws of destination country
LS.08T3   Employment contract
      i)   Importance of employment contract
      ii)   Terms and conditions of the contract
LS.08T4   Rights and obligations of employment
LS.08T5   Challenges in employment contract

Practice

LS.08P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to identify terms and conditions in a contract.

Content
LS.08P1   Identifying terms and conditions in a contract with respect to
      i)   Wages/salary
      ii)   Working hours
      iii)   Accommodation
      iv)   Health care

v)   Rest days
vi)   Transport
vii)   Allowances and benefits
viii)   Renewal
ix)   Termination

Suggested Teaching and Learning Resources
- Relevant Acts
- Resource person
- Relevant books
- Internet

Suggested Teaching and Learning Activities
- Discussion
- Note taking

Suggested Assessment Methods
- Observation
- Written and oral tests

LS.09   **PERSONAL FINANCIAL MANAGEMENT**

Competence
The trainee should have the ability to manage personal finances.

Theory
LS.09T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain importance of personal financial management
b) highlight personal budgeting
c) outline importance of financial institutions
d) outline types of investments

Content
LS.09T1   Importance of personal financial management
     i)   Definition of terms
     ii)   Importance
LS.09T2   Personal budgeting
LS.09T3   Types of financial institutions
LS.09T4   Types of investments

Practice
LS.09P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) prepare a personal budget
b) identify financial institutions
c) remit money
d) make investments

Content
LS.09P1   Preparing personal budget
     i)   Estimate expected income
     ii)   Estimating expenses
     iii)   Financial planning
     iv)   Financial records

LS.09P2   Identifying financial institutions
             i)   Banks
             ii)   Savings and credits cooperatives societies
             iii)   Micro finance institutions
             iv)   Mobile banking
             v)   Table banking/merry go round
LS.09T3   Making investments
             i)   Insurance products
             ii)   Shares
             iii)   Treasury bills and bonds
             iv)   Land and property
             v)   Business

Suggested Teaching and Learning Resources
-    Posters
-    Charts
-    Resource person
-    Textbooks
-    Sample budget
-    Internet

Suggested Teaching and Learning Activities
-    Demonstration
-    Role play
-    Discussion
-    Note taking
-    Practical exercises
-    Research
-    Experience sharing

Suggested Assessment Methods
-    Observation
-    Written tests
-    Oral presentation
-    Reports

LS.10   PERSONAL DEVELOPMENT

Competence
The trainee should have the ability to develop and nurture personal abilities

Theory
LS.10T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a)   describe self- awareness
b)   describe interpersonal skills

Content
LS.10T1   Self-awareness
             i)   Definition of terms
             ii)   Importance of self- awareness
             iii)   Self-esteem
             iv)   Assertiveness
             v)   Coping with emotions
             vi)   Stress management

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LS.10T2   Interpersonal skills
           i)   Negotiation skills
           ii)   Empathy
           iii)   Conflict resolution
           iv)   Effective decision making
           v)   Problem solving

           Practice
LS.10P0 **Specific Learning Outcomes**
           By the end of the sub-unit, the trainee should be able to:
           a) demonstrate self-awareness
           b) apply interpersonal skills

           Content
LS.10P1   Demonstrating self-awareness
           i)   Self-esteem
           ii)   Assertiveness
           iii)   Coping with emotions
           iv)   Stress management
LS.10P2   Applying interpersonal skills
           i)   Negotiation skills
           ii)   Empathy
           iii)   Conflict resolution
           iv)   Effective decision making
           v)   Problem solving

           Suggested Teaching and Learning Resources
           -   Posters
           -   Charts
           -   Resource person
           -   Textbooks
           -   Sample budget
           -   Internet

           Suggested Teaching and Learning Activities
           -   Demonstration
           -   Role play
           -   Discussion
           -   Note taking
           -   Practical exercises
           -   Research
           -   Experience sharing

           Suggested Assessment Methods
           -   Observation
           -   Written tests
           -   Oral presentation
           -   Reports

LS.11   **EMERGING ISSUES AND TRENDS IN LIFE SKILLS**

           Competence
           The trainee should have the ability to cope with emerging trends and issues in life skills

	Theory
LS.11T0	**Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) identify emerging issues and trends in life skills
b) outline challenges posed by emerging issues and trends in life skills
c) explain ways of coping with emerging issues and trends in life skills

Content

LS.11T1	Emerging issues and trends in life skills
LS.11T2	Challenges posed by emerging issues
LS.11T3	Coping with emerging trends and issues in life skills

Practice

LS.11P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) identify the emerging issues and trends in life skills
b) suggest ways of coping with emerging issues and trends in life skills

Content

| LS.11P1 | Identifying emerging issues and trends in life skills |
| LS.11P2 | Suggesting ways of coping with emerging issues and trends in life skills |

Suggested Teaching and Learning Resources
- Text books
- Charts
- Resource persons/Guest speakers
- The media

Suggested Teaching and Learning Activities
- Demonstration
- Role play
- Discussion
- Note taking
- Practical exercises
- Research
- Experience sharing

Suggested Assessment Methods
- Written and oral tests
- Assignments
- Term papers

PDT8.0   PRE- DEPARTURE TRAINING

PDT8.1   Introduction

Foreign employment is a source of livelihood for a sizeable number of Kenyans. As the local labour market gets saturated, Kenyans are increasingly seeking employment opportunities beyond the borders. Their skills are in high demand mainly in Gulf region, Europe and to a lesser extent, Africa. Male migrant workers are mainly recruited for manual labour while females are engaged in domestic and nursing services.

Workers face several challenges in the process of preparing to travel as well when they arrive at the destination country. The challenges include exploitation by unscrupulous recruitment agencies and cultural shock and language barriers on arrival in the destination country. Also, they face challenges of violation of employment contracts, contracts written in foreign languages, exorbitant and illegal fees charged by recruitment agencies, and delays in payment of salaries. In addition they lack crucial information on the destination countries.

Lack of pre-departure training for Kenyan migrant workers may result in some of them experiencing culture shock upon arrival in the destination country. This in turn affects their productivity and often leads to absconding of duty and subsequent premature termination of employment contracts. The challenges associated with lack of pre-departure training mainly affect the unskilled and semi-skilled workers. Pre-departure training for migrant workers prior to departure is therefore critical in assisting them to acquaint themselves to the new environment in the host country. This trainer's guide is designed to assist the trainer to equip the prospective migrant worker with knowledge, skills, attitudes and values that will enable them cope with challenges they are likely to encounter in the new work environment and on return.

PDT8.2   General Learning Outcomes

By the end of this unit, the trainee should be able to:
a) Develop awareness of the importance of labour migration as a source of employment and livelihood
b) Develop realistic expectations about the cultural, social, economic and working conditions in the country of destination.
c) Comply with the terms and conditions of employment.
d) Enhance self-esteem and assertiveness in their relationships with the employer, workmates and peers
e) Develop the right attitudes and values towards work
f) Manage their incomes and resources
g) Re-integrate into social and economic life after the expiry of the employment contract

PDT8.3   Unit Summary and Time Allocation

Code	Sub-Unit	Content	Time in Hours		
			Theory	Practice	Total
PDT8.01	Introduction to Pre-departure Training	- Importance of pre-departure training - Family involvement and support	1	1	2
PDT8.02	Travel Document Processing	- Types of travel documents - Importance of travel documents - Features of a passport	2	4	6

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
		- Importance of medical examination - Visa - Features of an air ticket			
PDT8.03	Destination Country	- Geographical location of destination country - Currency of destination country - Religion of destination country - Cultural profile of destination country - Food and beverage of the destination country - Modes of transport in destination country - Climatic conditions in destination country	2	8	10
PDT8.04	Travel Process	- Importance of travel preparation - International travel procedures at airports - Safekeeping of documents - Etiquette in the plane - Transit process at the airport - Arrival and reception services at destination country - Common air travel challenges	2	6	8
PDT8.05	Work Ethics	- Importance of work ethics - Work ethical norms - Time management	1	2	3
PDT8.06	Government and Recruitment Agencies in Labour Migration	- Role of recruitment agencies in labour migration - Complaints reporting and dispute resolutions	1	2	3
PDT8.07	Support Services for Migrant Worker	- Importance of consular services to migrant workers - Role of labour attaches office - Importance of diaspora associations - Immigration status - Types of remittances	1	2	3
PDT8.08	Return and Re-Integration	- Re-integration - Planning for return	1	2	3
PDT8.09	Emerging Issues and Trends in Travelling	- Emerging issues and trends in travelling - Challenges posed by emerging issues and trends in travelling - Cope with challenges posed by emerging issues and trends in travelling	1	1	2
Total			**12**	**28**	**40**

PDT8.01 **INTRODUCTION TO PRE-DEPARTURE TRAINING**

Competence

The trainee should have the ability to get acquainted with importance of pre-departure training.

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Theory

PDT8.01T0 **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) explain importance of pre-departure training
b) outline importance of family support

Content

PDT8.01T1 Importance of pre-departure training
    i)   Meaning of terms
    ii)   Importance

PDT8.01T2 Importance of family support
    i)   Family awareness
    ii)   Next of kin
    iii)   Communication
    iv)   Counselling

Practice

PDT8.01P0 **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) explain importance of pre-departure training
b) outline importance of family support

Content

PDT8.01P1 Importance of pre-departure training
PDT8.01P2 Importance of family support
    i)   Family awareness
    ii)   Next of kin
    iii)   Communication
    iv)   Counselling

Suggested Teaching and Learning Resources
- Charts
- Guest speakers
- Video clips
- Internet
- Journals
- Magazines
- Text books

- Discussion
- Note taking
- Experience sharing
- Research
- Demonstration
- Role play

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation
- Report writing

PDT8.02   **TRAVEL DOCUMENT PROCESSING**

Competence
The trainee should have the ability to recognise genuine travel documents.

Theory

PDT8.02T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) list types of travel documents
b) explain importance of travel documents
c) describe the features of a passport
d) explain importance of medical examination
e) describe a visa
f) describe the features of an air ticket

Content

PDT8.02T1   Types of travel documents
PDT8.02T2   Importance of travel documents
    i) Define terms
    ii) Importance
    iii) Contents
PDT8.02T3   Features of a passport
    i) Types of passports
    ii) Security features
    iii) Expiry date
    iv) Name of bearer
    v) Pages
    vi) Cost
PDT8.02T4   Medical examination
    i) Importance
    ii) Types
    iii) Process
    iv) Validity
    v) Cost
PDT8.02T5   Visa
    i) Types
    ii) Sources
    iii) Conditions
    iv) Application process
    v) Cost

PDT8.02T6   Air ticket
        i)   Importance
        ii)   Types
        iii)   Features
        iv)   Validity
        v)   Cost
        vi)   Classes

Practical

PDT8.02P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify the features of a passport
b) identify medical examinations to be done
c) identify features of a valid visa
d) identify the features of an air ticket

Content

PDT8.02P1   Identifying the features of a passport
        i)   Types of passports
        ii)   Security features
        iii)   Expiry dates
        iv)   Name of bearer
        v)   Pages
PDT8.02P2   Identifying medical examinations to be done
        i)   Types
        ii)   Process
        iii)   Validity
        iv)   Cost
        v)   Certificate
PDT8.02P3   Identifying features of a valid visa
        i)   Types
        ii)   Sources
        iii)   Conditions
        iv)   Application
PDT8.02P4   Identifying features of an air ticket
        i)   Types
        ii)   Validity
        iii)   Costs
        iv)   Classes

Suggested Teaching and Learning Resources
- Posters
- Charts
- Air tickets
- Visas
- Passports
- Sample medical certificates

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises

- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

PDT8.03 **DESTINATION COUNTRY**

Competence
The trainee should have the ability to appreciate the profile of the destination country.

Theory
PDT8.03T0 **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify geographical location of destination country
b) describe the climatic conditions in destination country
c) describe the religion of destination country
d) explain the cultural profile of destination country
e) highlight the food and beverage of the destination country
f) outline modes of transport in destination country
g) describe the currency of destination country

Content
PDT8.03T1 Geographical location of destination country
i) Importance
ii) World map
iii) Google maps
iv) Time zone
PDT8.03T2 Climatic conditions in destination country
i) Weather patterns
ii) Seasons
PDT8.03T3 Religion of destination country
i) Worship centres
ii) Days of worship
iii) Religious attire
iv) Religious beliefs
v) Religious holidays
vi) Restricted places
vii) Holy books
PDT8.03T4 Cultural profile of destination country
i) Language
ii) Mode of dressing
iii) Gender disparities
iv) Food
v) Values
vi) Sports
vii) Public holidays
viii) National anthem
ix) Offences and penalties
x) Accommodation
PDT8.03T5 Food and beverage of the destination country
PDT8.03T6 Modes of transport in destination country
i) Types of transport

ii) Mode of payment
iii) Required documents
iv) Traffic rules

PDT8.03T7   Currency of destination country
i) Name
ii) Denominations
iii) Regulations
iv) Exchange rate
v) Conversion

Practice

PDT8.03P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) locate destination country on maps
b) discuss the climatic conditions in destination country
c) discuss the religion of destination country
d) discuss cultural profile of destination country
e) identify mode of transport in destination country
f) convert currency

Practice

PDT8.03P1   Locate destination country on maps
i) World map
ii) Google maps

PDT8.03P2   Discussing the climatic conditions in destination country
i) Weather patterns
ii) Seasons

PDT8.03P3   Discussing the religion of destination country
i) Worship centres
ii) Days of worship
iii) Religious attire
iv) Religious beliefs
v) Religious holidays
vi) Restricted places
vii) Holy books

PDT8.03P4   Discussing cultural profile of destination country
i) Language
ii) Mode of dressing
iii) Gender disparities
iv) Food
v) Values
vi) Sports
vii) Public holidays
viii) National anthem
ix) Offences and penalties
x) Accommodation

PDT8.03P5   Identifying mode of transport in destination country
i) Types of transport
ii) Mode of payment
iii) Required documents
iv) Traffic rules

PDT8.03P6   Converting currency

i) Denominations
ii) Regulations
iii) Exchange rate

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises
- Experience sharing

Suggested Teaching and Learning Resources
- Posters
- Charts
- Maps
- Video clip
- Currency

PDT1.04.0   TRAVEL PROCESS

Competence
The trainee should have the ability to prepare for travel.

Theory

PDT8.04T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) explain the importance of travel preparation
b) describe the international travel procedures at airports
c) explain safekeeping of documents
d) explain etiquette in the plane
e) explain transit process at the airport
f) outline arrival and reception services at destination country
g) highlight common air travel challenges

Content

PDT8.04T1   Importance of travel preparation
i) Importance
ii) Travel documents confirmation
iii) Restricted items
iv) Baggage allowance
v) Travel bags and packing of travel items
vi) Checklist
vii) Packing
viii) Travel attire
ix) Travel schedule

PDT8.04T2   International travel procedures at the airports
i) Procedures during departure
ii) Procedures on arrival
iii) Contacts during travel

PDT8.04T3   Safety of document
- i)   Importance
- ii)   Types of documents for safe keeping
- iii)   Copies of documents

PDT8.04T4   Etiquette in the plane
- i)   Category of travel
- ii)   Layout of plane
- iii)   Meals and refreshments
- iv)   Crew
- v)   Baggage storage
- vi)   Baggage allowance
- vii)   Mannerisms
- viii)   Lavatory facility
- ix)   Types of bags

PDT8.04T5   Transit process at the airport
- i)   Procedures of connecting flights
- ii)   Signage
- iii)   Switching to the time zone
- iv)   Airport layout
- v)   Help desks

PDT8.04T6   Arrival and reception services at destination country
- i)   Taxi services
- ii)   Contact person
- iii)   Accommodation

PDT8.04T7   Travel challenges encountered
- i)   Flight delays
- ii)   Travel sickness
- iii)   Jet lag
- iv)   Language barrier
- v)   Loss and damage of items

Practice

PDT1.04P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
- a) prepare for travel
- b) demonstrate international travel procedures at airports
- c) identify ways of safe custody of documents
- d) demonstrate etiquette in the plane
- e) demonstrate transit process at the airport
- f) role play arrival and reception services at destination country
- g) handle travel challenges

Content

PDT1.04P1   Preparing for travel
- i)   Importance
- ii)   Travel documents confirmation
- iii)   Restricted items
- iv)   Checklist
- v)   Packing
- vi)   Travel attire

	vii) Travel schedule
PDT1.04P2	Demonstrating international travel procedures at airports
	i) Procedures during departure
	ii) Procedures on arrival
	iii) Contacts during travel
	iv) Time zones
PDT1.04P3	Demonstrating safe custody of documents
	i) Importance
	ii) Types of documents for safe keeping
	iii) Copies of documents
PDT1.04P4	Demonstrating etiquette in the plane
	i) Category of travel
	ii) Layout of plane
	iii) Meals and refreshments
	iv) Crew
	v) Baggage allowance
	vi) Mannerisms
	vii) Lavatory facility
	viii) Types of bags
PDT1.04P5	Outlining transit process at the airport
	i) Procedures of connecting flights
	ii) Signage
	iii) Switching to the time zone
	iv) Airport layout
	v) Help desks
PDT1.04P6	Discussing arrival and reception services at destination country
	i) Taxi services
	ii) Contact person
	iii) Accommodation
PDT1.04P7	Handle travel challenges
	i) Flight delays
	ii) Travel sickness
	iii) Jet lag
	iv) Language barrier
	v) Loss and damage of items

Suggested Teaching and Learning Resources
- Posters
- Charts
- Video clip
- Internet
- Text books
- Journals and magazines
- Atlas and maps

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises
- Experience sharing

- Observation
- Written tests
- Oral presentation

PDT8.05   **WORK ETHICS**

Competence
The trainee should have the ability to work ethically

Theory
PDT8.05T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain importance of work
b) describe work ethical norms
c) explain importance of time management

Content
PDT8.05T1   Importance of work ethics
i)   Definition of terms
ii)   Importance
PDT8.05T2   Work ethical norms
PDT8.05T3   Importance of time management

Practice
PDT8.05P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) demonstrate work ethics
b) manage time

Content
PDT8.05P1   Work ethics
PDT8.05P2   Manage time

Suggested Teaching and Learning Resources
- Posters
- Charts
- Duty roster

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Note taking
- Practical exercises
- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

PDT8.06   **GOVERNMENT AND RECRUITMENT AGENCIES IN LABOUR MIGRATION**

Competence

The trainee should have the ability to appreciate the role of labour office in labour migration.

Theory

PDT8.06T0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:

a) explain the role of recruitment agencies in labour migration
b) discuss complaints reporting and dispute resolutions

Content

PDT8.06T1   Role of recruitment agencies in labour migration

PDT8.06T2   Complaints and dispute resolutions

i) Reporting of complain/dispute
ii) Investigations
iii) Resolution and remedial action

Practice

PDT8.06P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to role play complaints reporting and dispute resolutions

Content

PDT8.06P1   Role playing complaints reporting and dispute resolutions

i) Reporting of complain/dispute
ii) Investigations
iii) Resolution and remedial action

Suggested Teaching and Learning Resources

- Posters
- Charts
- Labour laws
- Internet
- Government reports
- Resource personnel

Suggested Teaching and Learning Activities

- Discussion
- Note taking
- Experience sharing
- Role play
- Demonstrate

Suggested Assessment Methods

- Observation
- Written tests
- Oral presentation

PDT8.07   **SUPPORT SERVICES FOR MIGRANTS**

Competence

The trainee should have the ability to identify the support services available abroad.

Theory

PDT8.07T0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
a) outline support service providers available abroad
b) explain the role of consular office to migrant workers
c) highlight the role of labour attaches office
d) outline the importance of diaspora associations
e) outline types of remittances

Content

PDT8.07T1   Support service providers available abroad
PDT8.07T2   Role of consular office to migrant workers
     i)   Definition of terms
     ii)   Importance
     iii)   Consular services
PDT8.07T3   Role of labour attaches offices
     i)   Dispute and complains resolutions
     ii)   Sourcing for jobs
     iii)   Provision of labour market information
PDT8.07T4   Importance of diaspora associations
     i)   Networking
     ii)   Support
     iii)   Assistance
PDT8.07T5   Types of remittances

Practice

PDT8.07P0   **Specific Learning Outcomes**

By the end of the sub-unit, the trainee should be able to:
a) Identify location and consular services to migrant workers
b) Identify location and labour attaches services
c) Identify location and diaspora association services

Content

PDT8.07P1   Identifying location and consular services to migrant workers
     i)   Definition of terms
     ii)   Importance
     iii)   Consular services
PDT8.07P2   Identifying location and labour attaches services
     i)   Dispute and complains resolutions
     ii)   Sourcing for jobs
     iii)   Provision of labour market information
PDT8.07P3   Identifying location and diaspora associations services
     i)   Networking
     ii)   Support
     iii)   Assistance

Suggested Teaching and Learning Resources
- Posters
- Charts
- List of diaspora associations
- Internet
- Government reports

- Resource personnel

Suggested Teaching and Learning Activities
- Discussion
- Note taking
- Experience sharing
- Role play
- Demonstrate

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

PDT8.08   **RETURN AND RE-INTEGRATION OF MIGRANT WORKERS**

Competence
The trainee should have the ability to prepare for return and re-integrate.

Theory
PDT8.08T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain re-integration
b) explain planning for return

Content
PDT8.08T1   Re- integration
    i)   Definition of terms
    ii)   Importance
    iii)   Family preparedness
PDT8.08T2   Return plan
    i)   Contract duration
    ii)   Financial planning
    iii)   Arrival and reception
    iv)   Travel preparation
    v)   Recommendation letters
    vi)   Certificates
    vii)   Livelihood engagement
    viii)   Counselling services available
    ix)   Challenges of re-integration
    x)   Family preparedness

Practice
PDT8.08T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) write a return plan
b) identify counselling services available on return
c) identify challenges of re-integration

Content
PDT8.08T1   Writing a return plan
PDT8.08T2   Identifying the counselling services available on return
PDT8.08T3   Identifying challenges of re-integration

Suggested Teaching and Learning Resources
- Sample return plan
- Posters
- Charts
- Internet
- Resource person

Suggested Teaching and Learning Activities
- Discussion
- Note taking
- Writing a return plan
- Experience sharing
- Role play
- Demonstrate

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentation

PDT8.09   EMERGING ISSUES AND TRENDS IN TRAVELLING

Competence
The trainee should have the ability to cope with emerging trends and issues travelling

Theory

PDT1.09T0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) identify emerging issues and trends in travelling
b) outline challenges posed by emerging issues and trends in travelling
c) explain ways of coping with emerging issues and trends in travelling

Content
PDT1.09T1   Emerging issues and trends in travelling
PDT1.09T2   Challenges posed by emerging issues in travelling
PDT1.09T3   Coping with emerging trends and issues in travelling

Practice
PDT8.09P0   Specific Learning Outcomes
By the end of the sub-unit, the trainee should be able to:
a) identify the emerging issues and trends in travelling
b) suggest ways of coping with emerging issues and trends in travelling

PDT8.09P1   Identifying emerging issues and trends in travelling
PDT8.09P2   Suggesting ways of coping with emerging issues and trends in travelling

Suggested Teaching and Learning Resources
- Text books
- Charts
- Resource persons/Guest speakers
- The media

Suggested Teaching and Learning Activities
- Demonstration
- Role play

- Discussion
- Note taking
- Practical exercises
- Experience sharing

Suggested Assessment Methods
- Written and oral tests
- Assignments

CC9.0   CHILDCARE

CC9.1   Introductions
Childcare is the care and supervision provided to a child, usually from birth to thirteen years. Professional childcare involves looking after children by providers such as day-care centres, nannies, baby sitters and teachers. Childcare is an important support system in a modern economy and provides critical services to working parents/guardians. Children need qualified and competent childcare givers to deal with daily needs. This course unit combines child development and children's rights, and is intended to equip the trainee with knowledge, skills and attitudes to effectively care for children at all stages of development. It also addresses issues of child protection and children with special needs.

CC9.2   General Learning Outcomes
By the end of this unit, the trainee should be able to:
a) Provide adequate care and protection to children
b) Bathe and dress a baby/child
c) Prepare a baby/child food
d) Train a baby to use a toilet
e) Stimulate a baby/child to play
f) Care for children with special needs
g) Supervise child activities
h) Care for children at different stages of development

CC9.3   Unit Summary and Time Allocation

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
CC9.01	Introduction to Childcare	- Importance of childcare - Roles of a childcare giver - Qualities of a childcare giver	1	1	2
CC9.02	Preparation for Arrival of the Baby	- Importance of preparing for the arrival of the baby - Items required for baby arrival - Delivery process - Preparation of baby's days schedule - Challenges of preparing for a baby arrival	2	2	4
CC9.03	Child Development	- Meaning of milestones in child development - Milestones in child development - Importance of growth monitoring card - Child habit training - Challenges in child development	1	3	4
CC9.04	Child Health	- Pre and postnatal care - Importance of child immunization - Signs and symptoms of a sick child - Administration of	2	6	8

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
		prescribed medicine - Challenges of ensuring child health			
CC9.05	Bathing and Dressing Child	- Procedure of bathing and dressing a baby - Training a child on taking a bath and dressing - Challenges of bathing and dressing a baby/child	2	6	8
CC9.06	Feeding a Child	- Methods of feeding a baby/child - Factors to consider when feeding a baby - Methods of cooking for a baby - Challenges of feeding children	2	10	12
CC9.07	Toilet Training	- Importance of toilet training - Factors to consider when toilet training - Challenges in toilet training	2	4	6
CC9.08	Stimulation and Play	- Stimulation and play - Factors to consider in stimulation and play - Play activities for children - Play items for children - Challenges in child play	2	12	14
CC9.09	Child Supervision	- Importance of child supervision - Factors to consider in child supervision - Challenges in child supervision	2	4	6
CC9.10	Care For Children With Special Needs	- Importance of knowledge on children with special needs - Types of special needs children - Care of a child with special needs - Effects of special needs on the child and family - Challenges in caring for child with special needs	2	8	10
CC9.11	Child Rights	- Importance of child rights - Rights of a child - Ways to safeguard rights of a child - Challenges of ensuring protection of child rights	2	2	4
CC9.12	Emerging Issues and Trends in	- Emerging issues and trends in Childcare	1	1	2

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
	Childcare	- Challenges posed by emerging issues and trends in Childcare - Cope with challenges posed by emerging issues and trends in Childcare			
Total			**21**	**59**	**80**

CC9.01   **INTRODUCTION TO CHILD CARE**

Competence
The trainee should have the ability to care for children

Theory
CC9.01T0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a) explain importance of childcare
b) explain the roles of a childcare giver
c) outline the qualities of a childcare giver

Content
CC9.01T1   Importance of childcare
i)   Meaning of terms
ii)   Importance
iii)   Factors to consider when engaging a childcare provider
CC9.01T2   Roles of a childcare giver
i)   Meal preparation
ii)   Feeding
iii)   Bathing and dressing a baby
iv)   Putting baby to sleep
v)   Playing
vi)   Companionship
vii)   Nursing
CC9.01T3   Qualities of a childcare giver

Practice
CC9.01P0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a) demonstrate roles of a childcare giver
b) role play the qualities of a childcare giver

Content
CC9.01P1   Demonstrating roles of a childcare giver
i)   Meal preparation
ii)   Feeding
iii)   Bathing and dressing a baby
iv)   Putting baby to sleep
v)   Playing
vi)   Companionship
vii)   Nursing
CC9.01P2   Role playing qualities of a childcare giver

Suggested Teaching and Learning Resources
- Textbooks
- Posters
- Charts
- Magazines
- Assorted play items
- Internet
- Video clips

- Resource person

Suggested Teaching and Learning Activities
- Demonstrate given roles of a care giver
- Discussion
- Role play the qualities of a childcare giver
- Experiential sharing

Suggested Assessment Methods
- Assignments
- Observation
- Oral presentations
- Written tests

CC9.02.0 PREPARATION FOR ARRIVAL OF THE BABY

Competence
The trainee should have the ability to adequately prepare for the arrival of a baby

Theory

CC9.02T0 **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a) describe importance of preparing for the arrival of the baby
b) identify items required for baby arrival
c) explain the delivery process
d) explain preparation of baby's days schedule
e) discuss challenges of preparing for a baby arrival

Content

CC9.02T1   Importance of preparing for the arrival of the baby
  i)   Importance
  ii)   Mother's preparedness
  iii)   Family preparedness
  iv)   Baby's room
  v)   Shopping
  vi)   Challenges in preparation for a baby's arrival

CC9.02T2   Items required for baby's arrival
  i)   Baby's cot
  ii)   Baby's clothing
  iii)   Stroller
  iv)   Feeding items
  v)   Breast pump
  vi)   Mother's personal items
  vii)   Packing

CC9.02T3   The delivery process
  i)   Signs of labour pains
  ii)   Hospital delivery
  iii)   Home delivery
  iv)   Home coming preparations

CC9.02T4   Preparation of baby's day schedule
  i)   Importance
  ii)   Factors to consider in preparation
  iii)   Implementation

CC9.02T5   Challenges in preparing for baby's arrival

                Practice
CC9.02P0   **Specific Learning Outcomes**
                By the end of the unit, the trainee should be able to:
                a) prepare items required for baby arrival
                b) discuss the process of giving birth
                c) prepare baby's days schedule
                d) discuss challenges in preparing for baby's arrival

                Content
CC9.02P1   Preparing items required for baby's arrival
                i)   Baby's cot
                ii)   Baby's clothing
                iii)   Stroller
                iv)   Feeding items
                v)   Breast pump
                vi)   Mother's personal items
                vii)   Packing
CC9.02P2   Discussing the process of giving birth
                i)   Signs of labour pains
                ii)   Hospital delivery
                iii)   Home delivery
                iv)   Home coming preparations
CC9.02P3   Preparing baby's day schedule
                i)   Importance
                ii)   Factors to consider in preparation
                iii)   Implementation
CC9.02P4   Discussing challenges in preparing baby's arrival

                Suggested Teaching and Learning Resources
                -    Assorted baby items
                -    Mother's personal items
                -    Posters
                -    Charts
                -    Textbooks
                -    Internet
                -    Magazines
                -    Video clips
                -    Resource person

                Suggested Teaching and Learning Activities
                -    Demonstrate packing mother's and baby's items
                -    Discussion
                -    Role playing
                -    Experiential sharing
                -    Field visit

                Suggested Assessment Methods
                -    Observation
                -    Oral presentations
                -    Assignments
                -    Written tests

CC9.03.0   CHILD DEVELOPMENT

Competence
The trainee should have the ability to cope with the milestones in child development

Theory
CC9.03T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a)   explain the importance of milestones in child development
b)   outline milestones in child development
c)   explain importance of growth monitoring card
d)   explain child habit training
e)   discuss challenges in child development

Content
CC9.03T1   Importance of milestones
i)   Meaning of terms
ii)   Importance
CC9.03T2   Milestones in child development
i)   Neck control
ii)   Sitting
iii) Crawling
iv)   Teething
v)   Standing
vi)   Talking
vii) Walking
CC9.03T3   Importance of growth monitoring card
i)   Meaning of terms
ii)   Importance
iii) Contents
iv)   Plotting
CC9.03T4   Child habit training
i)   Etiquette
ii)   Communication
iii) Feeding
iv)   Self-control
v)   Relating with others
CC9.03T5   Challenges in child development

Practice
CC9.03P0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a)   discussing the importance of a child milestones
b)   discussing milestones in child development
c)   discussing growth monitoring card
d)   demonstrate child habit training
e)   discuss challenges in child development

Content
CC9.03P1   Discussing the importance of milestones
i)   Meaning of terms
ii)   Importance
CC9.03P2   Discussing milestones in child development
i)   Neck control

	ii)	Sitting
	iii)	Crawling
	iv)	Standing
	v)	Walking
	vi)	Talking
	vii)	Teething
CC9.03P3	Discussing growth monitoring card	
	i)	Importance
	ii)	Contents
	iii)	Plotting
CC9.03P4	Demonstrating child habit training	
	i)	Etiquette
	ii)	Communication
	iii)	Feeding
	iv)	Self-control
	v)	Relating with others
CC9.03P5	Discussing challenges child development	

Suggested Teaching and Learning Resources
- Growth monitoring card
- Textbooks
- Posters
- Charts
- Internet
- Magazines
- Video clips
- Equipment, tools and materials

Suggested Teaching and Learning Activities
- Demonstration
- Discussion
- Role playing
- Experiential sharing

Suggested Assessment Methods
- Observation
- Assignments
- Oral presentations
- Written tests

CC9.04   CHILD HEALTH

Competence
The trainee should have the ability to monitor and handle child health

Theory
CC9.04T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) explain pre and postnatal care
b) explain importance of child immunization
c) identify signs and symptoms of a sick child
d) explain administration of prescribed medicine
e) outline challenges of ensuring child health

Content

CC9.04T1   Pre and postnatal care
- i)   Meaning of terms
- ii)   Importance

CC9.04T2   Importance of child immunization
- i)   Meaning of terms
- ii)   Importance
- iii)   Immunisation schedule

CC9.04T3   Signs and symptoms of a sick child

CC9.04T4   Administration of prescribed medicine
- i)   Meaning of terms
- ii)   Importance
- iii)   Interpreting prescriptions
- iv)   Administering

CC9.04T5   Challenges of ensuring child health

Practice

CC9.04P0   **Specific Learning Outcomes**

By the end of the unit, the trainee should be able to:
- a) discuss importance of pre and postnatal care
- b) identify immunization schedule
- c) discuss common childhood diseases and ailments
- d) demonstrate how to administer prescribed medicine
- e) discuss challenges in child health

Content

CC9.04P1   Discussing importance of pre and postnatal care

CC9.04P2   Identifying importance of immunization
- i)   Importance
- ii)   Immunisation schedule

CC9.04P3   Discussing common childhood diseases and ailments
- i)   Diseases
- ii)   Ailments
- iii)   Signs and symptoms
- iv)   Management

CC9.04P4   Demonstrating how to administer prescribed medicine
- i)   Importance
- ii)   Interpreting prescriptions
- iii)   Administering

CC9.04P5   Discussing challenges in child health

Suggested Teaching and Learning Resources
- Immunization card
- Prescription samples
- Immunisation card
- Posters
- Charts
- Textbooks
- Video clips
- Resource person

Suggested Teaching and Learning Activities
- Demonstration
- Discussion

- Role playing
- Experiential sharing
- Plotting graph

Suggested Assessment Methods
- Assignments
- Observation
- Written tests
- Oral presentations

CC9.05.0   BATHING AND DRESSING A CHILD

Competence
The trainee should have the ability to bathe and dress a baby/child appropriately

Theory
CC9.05T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) describe the procedure of bathing and dressing a baby
b) outline training a child on taking a bath and dressing
c) identify challenges of bathing and dressing a baby/child

Content
CC9.05T1   Procedure of bathing and dressing a baby
i) Importance of bathing a baby
ii) Items required for bathing a baby
iii) Bathing and dressing a baby
   - Preparation of area or room
   - Preparation of clothes
   - Preparation of water and materials
   - Preparation of bath towel
   - Process of bathing a baby
   - Towelling the baby
   - Oiling and powdering the baby
   - Dressing the baby
CC9.05T2   Training a child to take a bath and dress
i)   Importance
ii)   Preparation
iii)   Procedure
CC9.05T3   Challenges of bathing and dressing a baby

Practice
CC9.05P0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) select items required for bathing a baby
b) demonstrate the procedure of bathing and dressing a baby
c) role play how to train a child to take a bath and dress
d) discuss challenges of bathing and dressing a baby

Content
CC9.05P1   Selecting items required for bathing a baby
i)   Importance
ii)   Items required
CC9.05P2   Demonstrating procedure of bathing and dressing a baby

	i)	Preparation of area or room
	ii)	Preparation of clothes
	iii)	Preparation of water and materials
	iv)	Preparation of bath towel
	v)	Process of bathing a baby
	vi)	Towelling the baby
	vii)	Oiling and powdering the baby
	viii)	Dressing the baby

CC9.05P3   Role playing how to train a child to take a bath and dress
- i) Importance
- ii) Preparation
- iii) Procedure

CC9.05P4   Discussing challenges of bathing and dressing a baby

Suggested Teaching and Learning Resources
- Bathing equipment, materials and clothes
- Baby dummies
- Posters
- Magazines
- Textbooks
- Internet
- Video clips
- Resource person
- Journal

Suggested Teaching and Learning Activities
- Demonstrating baby bathing using a dummy
- Discussion
- Note taking
- Role playing
- Bathing and dressing a baby

Suggested Assessment Methods
- Assignments
- Observation
- Written tests
- Oral presentations

CC9.06   FEEDING A CHILD

Competence
The trainee should have the ability to prepare food and feed baby/child

Theory
CC9.06T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
- a) explain methods of feeding a baby/child
- b) explain factors to consider when a feeding a baby
- c) describe methods of cooking for a baby/child
- d) discuss challenges of feeding children

Content
CC9.06T1   Methods of feeding a baby/child
- i) Importance

	ii) Age
	iii) Type of foods appropriate for a baby
	iv) Tools and equipment used for feeding a baby
	v) Baby feeding techniques
CC9.06T2	Factors to consider when feeding a child
	i) Age
	ii) Resources available
	iii) Tools, equipment and materials
	iv) Knowledge of the care giver
	v) Child health status
	vi) Family activities
	vii) Work schedule
CC9.06T3	Methods of cooking for a child/child
	i) Food items available
	ii) Tools, equipment and materials
	iii) Methods of cooking
	iv) Food textures for feeding a baby/child
CC9.06T4	Challenges of feeding children

Practice

CC9.06P0 **Specific Learning Outcomes**

By the end of the unit, the trainee should be able to:
a) discuss importance of feeding a child
b) discuss factors to consider when a feeding a child
c) cook for a child using different methods
d) prepare meals for complementary feeding
e) feed children
f) handle challenges of feeding children

Content

CC9.06P1	Discussing importance of feeding a child
	i) Importance
	ii) Exclusive breastfeeding
	iii) Supplementary feeding
	iv) Complementary feeding
CC9.06P2	Discussing factors to consider when a feeding a child
	i) Age
	ii) Resources available
	iii) Tools, equipment and materials
	iv) Knowledge of the care giver
	v) Child health status
	vi) Family activities
	vii) Work schedule
CC9.06P3	Cooking for a child using different methods
	i) Food items available
	ii) Tools, equipment and materials
	iii) Methods of cooking
CC9.06P4	Preparing meals for complementary feeding
	i) Importance
	ii) Age
	iii) Mother's work schedule
	iv) Food items available
	v) Tools, equipment and materials
	vi) Food preparation

| CC9.06P5 | vii) Feeding
	Feeding children
	i) Age
	ii) Type of food
	iii) Tools, equipment and materials
	iv) Child preferences
	v) Feeding techniques
CC9.06P6	Challenges of feeding children

Suggested Teaching and Learning Resources
- Food items
- Posters
- Textbooks
- Internet
- Tools, equipment and materials
- Charts
- Magazines
- Journals
- Video clips
- Resource person

Suggested Teaching and Learning Activities
- Demonstrate cooking baby's food
- Discussion
- Feeding a baby

Suggested Assessment Methods
- Oral presentations
- Observation
- Written tests

CC9.07   TOILET TRAINING

Competence
The trainee should have the ability to train a child to use a toilet

Theory
CC9.07T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) explain the importance of toilet training
b) explain the factors to consider when toilet training
c) discuss challenges in toilet training

Content
CC9.07T1   Importance of toilet training
   i)   Meaning of terms
   ii)   Importance
CC9.07T2   Factors to consider when toilet training
CC9.07T3   Challenges in toilet training

Practice
CC9.07P0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) discuss importance of toilet training

b) identify factors to consider when toilet training
c) demonstrate steps followed during potty training
d) handle challenges in toilet training

Content

CC9.07P1   Discussing importance of toilet training
CC9.07P2   Identifying factors to consider when training
      i)   Age
      ii)   Facilities
      iii)   Tools, equipment and materials
CC9.07P3   Demonstrating steps followed during potty training
      i)   Signs
      ii)   Using a potty
      iii)   Using a toilet
      iv)   Cleaning after using a toilet/potty
      v)   Disposal and cleaning items used
      vi)   Hand washing after toileting
CC9.07P4   Handling challenges in toilet training

Suggested Teaching and Learning Resources
- Posters
- Charts
- Textbooks
- Internet
- Tools, equipment and materials
- Potty
- Toilet
- Improvise
- Magazines and journals
- Video clips
- Resource person

Suggested Teaching and Learning Activities
- Toilet training
- Simulation of using a potty
- Discussion
- Role playing
- Experience sharing

Suggested Assessment Methods
- Observation
- Written tests
- Oral presentations
- Assignments

CC9.08   STIMULATION AND PLAY

Competence
The trainee should have the ability to stimulate a child through play activities and play with a child

Theory
CC9.08T0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:

a) explain stimulation and play
b) explain factors to consider in stimulation and play
c) outline play activities for children
d) highlight play items for children
e) identify challenges in child play

Content

CC9.08T1   Stimulation and play
       i)   Meaning of terms
       ii)   Importance
CC9.08T2   Factors to consider in stimulation and play
       i)   Age
       ii)   Resources available
       iii)   Health status
       iv)   Knowledge of care giver
       v)   Time
       vi)   Weather
CC9.08T3   Play activities for children
       i)   Games
       ii)   Songs
       iii)   Reading
       iv)   Electronic media
CC9.08T4   Play items for children
       i)   Play areas
       ii)   Play facilities
       iii)   Available play items/toys
       iv)   Electronic devices
       v)   Improvise play items
CC9.08T5   Challenges in child play

Practice

CC9.08P0   **Specific Learning Outcomes**
       By the end of the unit, the trainee should be able to:
a) discuss the importance of stimulation and play
b) identify factors to consider in stimulation and play
c) demonstrate play activities for children
d) select play items for children
e) discuss challenges in child play

Content

CC9.08P1   Discuss the importance of stimulation and play
CC9.08P2   Identifying factors to consider in stimulation and play
       i)   Age
       ii)   Resources available
       iii)   Health status
       iv)   Knowledge of care giver
       v)   Time
       vi)   Weather
CC9.08P3   Demonstrating play activities for children
       i)   Games
       ii)   Songs
       iii)   Reading
       iv)   Electronic media
CC9.08P4   Selecting play items for children

i)   Play areas
ii) Play facilities
iii) Available play items/toys
iv) Electronic devices
v)   Improvise play items
CC9.08P5   Discussing challenges in child play

Suggested Teaching and Learning Resources
-   Assorted play items
-   Improvised toys
-   Charts
-   Story books
-   Textbooks
-   Internet
-   Video clips
-   Resource person

Suggested Teaching and Learning Activities
-   Discussion
-   Demonstration
-   Role playing
-   Experience sharing
-   Field visits

Suggested Assessment Methods
-   Observations
-   Oral questions
-   Written tests
-   Assignments

CC9.09   CHILD SUPERVISION

Competence
The trainee should have the ability to supervise a child

Theory
CC9.09T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) explain the importance of child supervision
b) outline factors to consider in child supervision
c) discuss challenges in child supervision

Content
CC9.09T1   Importance of child supervision
i)   Meaning of terms
ii) Importance
CC9.09T2   Factors to consider in child supervision
i)   Age
ii)   Gender
iii) Number of children
iv)   Surrounding environment
v)   Activities a child is involved in
vi)   Knowledge of caregiver
vii) Time of day

viii) Occasions
ix) Child safety

CC9.09T3   Challenges in child supervision

Practice

CC9.09P0   **Specific Learning Outcomes**

a) discuss importance of child supervision
b) identify factors to consider in child supervision
c) identify child activities requiring supervision
d) handle challenges in child supervision

Content

CC9.09P1   Discussing importance of child supervision
CC9.09P2   Identifying factors to consider in child supervision

i) Age
ii) Gender
iii) Number of children
iv) Surrounding environment
v) Activities a child is involved in
vi) Knowledge of caregiver
vii) Time of day
viii) Occasions
ix) Child safety

CC9.09P3   Identifying child activities requiring supervision
CC9.09P4   Handling challenges in child supervision

Suggested Teaching and Learning Resources

- Posters
- Video clips
- Charts
- Internet
- Textbooks
- Magazines
- Resource person

Suggested Teaching and Learning Activities

- Discussion
- Demonstration of supervision of a given child activity
- Experience sharing
- Role playing
- Experiential sharing

Suggested Assessment Methods

- Observations
- Oral questions
- Written tests
- Assignments

CC9.10   CARE FOR CHILDREN WITH SPECIAL NEEDS

Competence

The trainee should have the ability to care for children with special needs

Theory

CC9.10T0   **Specific Learning Outcomes**

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By the end of the unit, the trainee should be able to:
a) explain importance of knowledge on children with special needs
b) describe types of special needs children
c) explain the care of a child with special needs
d) explain effects of special needs on the child and family
e) identify challenges in caring for a child with special needs

Content

CC9.10T1	Importance of knowledge about children with special needs

i)   Meaning of special needs
ii)   Importance

CC9.10T2   Types of special needs
i) Types
    - Physical
    - Developmental
    - Psychological
ii) Causes
iii) Signs and symptoms

CC9.10T3   Care of a child with special needs
CC9.10T4   Effects of special needs on the child and family
i)   Financial
ii)   Facilities
iii)   Emotional
iv)   Physical
v)   Psychological

CC9.10T5   Challenges in caring for child with special needs

Practice

CC9.10P0   **Specific Learning Outcomes**

By the end of the unit, the trainee should be able to:
a) discuss importance of knowledge about children with special needs
b) identify types of special needs
c) demonstrate management of a child with special needs
d) discuss effects of special needs on the child and family
e) discuss psychosocial support services available
f) discuss ways to cope with challenges in caring for a child with special needs

Content

CC9.10P1   Discussing importance of knowledge about children with special needs
CC9.10P2   Identifying types of special needs
i) Types
    - Physical
    - Developmental
    - Psychological
ii) Causes
iii) Signs and symptoms

CC9.10P3   Demonstrating management of a child with special needs
CC9.10P4   Discussing effects of special needs on the child and family
i)   Financial
ii)   Facilities
iii)   Emotional
iv)   Physical
v)   Psychological

CC9.10P5   Discussing psychosocial support services available
CC9.10P6   Discussing ways to cope with challenges in caring for a child with special needs

- Textbooks
- Posters
- Charts
- Internet
- Magazines
- Video clips
- Resource person

Suggested Teaching and Learning Activities
- Discussion
- Experiential sharing
- Field visit

Suggested Assessment Methods
- Observations
- Oral questions
- Written tests
- Assignments

CC9.11 CHILD RIGHTS

Competence
The trainee should have the ability to adhere to issues of child rights

Theory
CC9.11T0 Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) explain importance child rights
b) state the rights of a child
c) explain ways to safeguard rights of a child
d) identify challenges of ensuring protection of child rights

Content
CC9.11T1 Child rights
i) Meaning of terms
ii) Importance of child rights
iii) Forms of child abuse
iv) Signs of an abused child
v) Measures of preventing child abuse
vi) Assisting an abused child
CC9.11T2 Rights of a child as provided for by law
CC9.11T3 Safeguarding rights of a child
CC9.11T4 Challenges in ensuring child rights

Practice
CC9.11P0 Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) Discuss importance of child rights
b) Identify rights of a child as provided for by law
c) Discuss how to safeguard rights of a child
d) Discuss challenges in ensuring child rights

Content

CC9.11P1   Discussing importance of child rights
CC9.11P2   Identify rights of a child as provided for by law
    i)   Food
    ii)   Shelter
    iii)   Security
    iv)   Education
    v)   Privacy
    vi)   Protection from child labour
CC9.11P3   Discuss how to safeguard rights of a child
CC9.11P4   Discuss challenges in ensuring protection of child rights

Suggested Teaching and Learning Resources
- Posters
- Charts
- Textbooks
- Internet
- Magazines
- Video clips
- Resource person

Suggested Teaching and Learning Activities
- Discussion
- Experiential sharing
- Field visit

Suggested Assessment Methods
- Observations
- Oral questions
- Written tests
- Assignments

CC9.12   EMERGING ISSUES AND TRENDS IN CHILDCARE

Competence
The trainee should have the ability to cope with emerging issues and trends in childcare

Theory

CC9.12T0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify emerging issues and trends in childcare
b) outline challenges posed by emerging issues and trends in childcare
c) explain ways of coping with emerging issues and trends in in childcare

Content

CC9.12T1   Emerging issues and trends in childcare
CC9.12T2   Challenges posed by emerging issues and trends in childcare
CC9.12T3   Ways of coping with emerging issues and trends in childcare

Practice
CC9.10P0   **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) identify the emerging issues and trends in childcare
b) suggest ways of coping with challenges of emerging issues and trends in childcare

Content

CC9.10P1   Identifying emerging issues and trends in childcare
CC9.10P2   Suggesting ways of coping with challenges of emerging issues and trends in childcare

Suggested Teaching and Learning Resources
- Case studies
- Text books
- Charts
- Resource persons
- The media
- Internet

Suggested Teaching and Learning Activities
- Discussions
- Brainstorming
- Experiential sharing

Suggested Assessment Methods
- Written tests
- Oral tests
- Assignments

HN10.0   HOME NURSING

HN10.1   Introduction
Homecare nursing is care provided in a home environment to the infirm persons. Such care is offered to people who are elderly, temporarily incapacitated or suffering from terminal illness. The care provided for is tailored to the specific needs of the individual. Homecare nursing includes services such as dispensing of drugs and medicine, managing the sick room, nutritional care and providing all other appropriate services necessary for their wellbeing.

This unit aims at equipping the trainee with knowledge, skills and attitudes to enable him/her attend to persons with different needs at home.

HN10.2   General Learning Outcomes
By the end of this unit, the trainee should be able to:
a) Recognise the importance of homecare nursing in the context of health care
b) Ensure proper nutrition in homecare nursing
c) Manage the sick room
d) Handle medications
e) Provide home nursing care

HN10.3   Unit Summary and Time Allocation

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
HN10.01	Introduction to Home Nursing	- Homecare nursing - Factors to consider in homecare nursing - Qualities of a homecare nurse - Duties and responsibilities of a homecare nurse - Features of a home for nursing - Challenges in homecare nursing	4	10	14
HN10.02	Needs of a Homecare Nursing Client	- Importance of understanding client's needs - Factors to consider in addressing clients' needs	2	10	12
HN10.03	Nutrition in Home Nursing	- Importance of nutrition - Types of nutritional needs of a client - Balanced diet for a client - Menu for a client - Meal preparation for a client - Challenges in providing nutritional requirements for a client	4	20	24
HN10.04	Sick Room	- Importance of a sick room - Features of a sick room - Tools, equipment and furniture - Care of a sick room - Safety and hygiene measures - Challenges in caring for a sick room	4	14	18

Code	Sub-Unit	Content	Time in Hours		
			Theory	**Practice**	**Total**
HN10.05	Handling Medications	- Importance of administration of prescribed medication - Misuse and abuse of prescription medication - Challenges in administering medication	2	8	10
HN10.06	Emerging Issues and Trends in Home Nursing	- Emerging issues and trends in home nursing - Challenges posed by emerging issues and trends in home nursing - Coping with challenges posed by emerging issues and trends in home nursing	1	1	2
Total			**17**	**63**	**80**

HN10.01   **INTRODUCTION TO HOME NURSING**

Competence
The trainee should have the ability to cope with challenges of home nursing

Theory
HN10.01T0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a) discuss homecare nursing
b) explain factors to consider in a homecare nursing
c) state qualities of a homecare nurse
d) outline duties and responsibilities of a homecare nurse
e) outline features of a home for homecare nursing
f) identify challenges in homecare nursing

Content
HN10.01T1   Homecare nursing
    i)   Meaning of terms
    ii)   Importance
HN10.01T2   Factors to consider in home nursing
    i)   Condition of client
    ii) Needs of the client
    iii) Facilities available
    iv) Supplies required
    v) Cost
    vi) Safety
    vii) Services required by client
HN10.01T3   Qualities of a home nurse
HN10.01T4   Duties and responsibilities of a home nurse
    i)   Meal preparation
    ii)   Feeding
    iii)   Cleaning
    iv)   Dispensing medicine
    v)   Physiotherapy services
    vi)   Companionship
    vii)   Leisure activities
    viii)   Shopping
HN10.01T5   Features of a home for homecare nursing
    i)   Home layout
    ii)   Surface finishes
    iii)   Safety features
HN10.01T6   Challenges in home nursing
    i)   Language barrier
    ii) Hostile/uncooperative clients
    iii) Hostile/uncooperative employer
    iv) Lack of adequate facilities
    v) Lack of information
    vi) Poor working terms
    vii) Poor working conditions
    viii)   Abuse

Practice

HN10.01P0   **Specific Learning Outcomes**

By the end of the unit, the trainee should be able to:

a) identify factors to consider in a home nursing
b) demonstrate qualities of a home nurse
c) demonstrate duties and responsibilities of a home nurse
d) discuss challenges in home nursing

Content

HN10.01P1   Identifying factors to consider in home nursing

    i)   Condition of client
    ii)   Needs of the client
    iii)   Facilities available
    iv)   Supplies required
    v)   Cost
    vi)   Safety
    vii)   Tasks

HN10.01P2   Demonstrating qualities of a home nurse

HN10.01P3   Demonstrating duties and responsibilities of a home nurse

    i)   Meal preparation
    ii)   Feeding
    iii)   Cleaning
    iv)   Dispensing medicine
    v)   Physiotherapy services
    vi)   Companionship
    vii)   Leisure activities
    viii)   Shopping

HN10.01P4   Discussing challenges in home nursing

    i)   Language barrier
    ii)   Hostile/uncooperative clients
    iii)   Hostile/uncooperative employer
    iv)   Lack of adequate facilities
    v)   Lack of information
    vi)   Poor working terms
    vii)   Poor working conditions
    viii)   Abuse

Suggested Teaching and Learning Resources

- Resource person/guest speaker
- Internet
- Posters
- Charts
- Text books
- Magazines
- Journals
- Video clips

Suggested Teaching and Learning Activities

- Demonstration of an activity in a given situation
- Discussion
- Visit a nursing home
- Experiential learning

- Written tests
- Observations
- Oral questions

HN10.02   **NEEDS OF A HOMECARE NURSING CLIENT**

Competence
The trainee should have the ability to handle needs of a homecare nursing client.

Theory
HN10.02T0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a)   describe importance of understanding client's needs
b)   explain factors to consider in addressing client's needs

Content
HN10.02T1   Importance of understanding client's needs
   i)   Types of needs
      -   Physical
      -   Nutritional
      -   Social
      -   Emotional
      -   Spiritual
      -   Psychosocial support required
   ii) Importance of understanding clients need
HN10.02T2   Factors to consider in addressing client's needs
   i)   Health status
   ii)   Home environment
   iii)   Cost
   iv)   Duration
   v)   Culture of client
   vi)   Experience of a home nurse
   vii)   Religion of client
   viii)   Facilities

Practice
HN10.02P0   **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a)   discuss importance of understanding client's needs
b)   identify factors to consider in addressing client's needs
c)   identify client's needs
d)   discuss psychosocial support required by a client

Content
HN10.02P1   Discussing importance of understanding client's needs
HN10.02P2   Identifying factors to consider in addressing client's needs
   i)   Health status
   ii)   Home environment
   iii)   Cost
   iv)   Duration
   v)   Culture
   vi)   Experience of a home nurse
   vii)   Religion
   viii)   Facilities

HN10.02P3   Identifying client's needs
              i)   Physical
              ii)   Nutritional
              iii)   Social
              iv)   Emotional
              v)   Spiritual
HN10.02P4   Discussing psychosocial support required

Suggested Teaching and Learning Resources
-   Homecare nursing facility
-   Resource person/guest speaker
-   Books
-   Internet
-   Magazines
-   Video clips on homecare nursing

Suggested Teaching and Learning Activities
-   Field visits
-   Participate in activities in the homecare institution

Suggested Assessment Methods
-   Written tests
-   Observations
-   Oral questions

HN10.03   NUTRITION IN HOMECARE NURSING

Competence
The trainee should be able to prepare nutritious meals for clients with different needs

Theory
HN10.03T0   Specific Learning Outcomes
              By the end of the unit, the trainee should be able to:
              a) explain importance of nutrition for a client
              b) outline types nutritional needs of a client
              c) outline a balanced diet for a client
              d) write menu for a client
              e) describe meal preparation methods for a client
              f) identify challenges in providing nutritional requirements for a client

Content
HN10.03T1   Explain importance of nutrition for a client
              i)   Meaning of terms
              ii)   Importance of nutrition
HN10.03T2   Types of nutritional needs of a client
              i)   Diabetic
              ii)   Hypertensive
              iii)   Aged
              iv)   Obesity
              v)   Anorexia
              vi)   Psychotic
              vii)   Invalids and convalescents
              viii)   Abnormal growth and development
HN10.03T3   Balanced diet for a client
              i)   Meaning of terms

	ii) Nutritional needs for different clients
HN10.03T4	Menus for a client
	i) Meaning of terms
	ii) Types of menus
	iii) Individual likes and dislikes
	iv) Time for meals
HN10.03T5	Methods of preparing meals for a client
	i) Food items
	ii) Methods of cooking
	iii) Serving meals
	iv) Service equipment and tools
HN10.03T6	Challenges in providing nutritional requirements for a client

Practice

HN10.03T0   Specific Learning Outcomes

By the end of the unit, the trainee should be able to:

a) discuss importance of nutrition
b) identify types nutritional needs of a client
c) discuss balanced diet for a client
d) prepare menu for a client
e) prepare meals for a client
f) discuss challenges in providing nutritional requirements for a client

Content

HN10.03P1	Discussing importance of nutrition
HN10.03P2	Identifying types of nutritional needs of a client
	i) Diabetic
	ii) Hypertensive
	iii) Aged
	iv) Obesity
	v) Anorexia
	vi) Psychotic
	vii) Invalids and convalescents
	viii) Abnormal growth and development
HN10.03P3	Discussing balanced diet for a client
	i) Meaning of terms
	ii) Nutritional needs for different clients
HN10.03P4	Preparing a menu for different clients
	i) Types
	ii) Individual likes and dislikes
	iii) Time for meals
HN10.03P5	Preparing a meal for a client
	i) Food items
	ii) Methods of cooking
	iii) Serving meals
	iv) Service equipment and tools
HN10.03P6	Discussing challenges in providing nutritional requirements for a client

Suggested Teaching and Learning Resources

- Sample menus
- Charts showing various food items
- Relevant books
- Internet
- Resource person
- Journals and magazines
- Kitchen facility

- Video clips on food preparation
- Food items

Suggested Teaching and Learning Activities
- Demonstrate writing a menu for a given client
- Demonstrate preparation of a meal for a given client
- Field visits

Suggested Assessment Methods
- Written tests
- Observations
- Oral questions

HN10.04   SICK ROOM

Competence
The trainee should have the ability to manage a sickroom.

Theory
HN10.04T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) describe importance of a sickroom
b) explain features of a sickroom
c) take care of a sickroom
d) highlight safety and hygiene measures in the sick room
e) identify challenges in caring for a sick room

Content

HN10.04T1   Importance of a sick room
i)   Meaning of terms
ii) Importance
iii) Needs of client
iv) Types of sick rooms

HN10.04T2   Features of a sick room
i)   Size
ii) Ventilation
iii) Lighting
iv) Surfaces

HN10.04T3   Tools, equipment and furniture for a sick room
i)   Types
ii) Size
iii) Arrange a sickroom

HN10.04T4   Care of a sick room
i)   Cleaning
ii) Arranging
iii) Linen
iv) Making bed
v)   Replenishing supplies

HN10.04T5   Safety and hygiene measures in the sick room
i)   Importance
ii) Preventing infections and diseases
iii) Personal safety

HN10.04T6   Challenges in caring for a sick room

Practice

HN10.04P0 **Specific Learning Outcomes**

By the end of the unit, the trainee should be able to:

a) discuss importance of a sick room
b) identify types of sick rooms
c) identify features of a sick room
d) use tools, equipment and furniture in a sick room
e) manage a sick room
f) apply safety and hygiene measures for prevention against infections
g) discuss challenges in management of a sick room

Content

HN10.04P1   Discussing importance of a sick room
    i)   Importance
    ii)   Needs of client

HN10.04P2   Identifying types of sick rooms
    i)   Invalids
    ii)   Convalescents
    iii)   Terminal illness
    iv)   Age

HN10.04P3   Identifying features of a sick room
    i)   Size
    ii)   Ventilation
    iii)   Lighting
    iv)   Surfaces

HN10.04P4   Using tools, equipment and furniture in a sick room
    i)   Type
    ii)   Size
    iii)   Arranging sick room

HN10.04P5   Managing of a sick room
    i)   Cleaning
    ii)   Arranging
    iii)   Linen
    iv)   Making bed
    v)   Replenishing supplies

HN10.04P6   Applying safety and hygiene measures for prevention against infections
    i)   Preventing infections and diseases
    ii)   Personal safety

HN10.04P7   Discussing challenges in management of a sick room

Suggested Teaching and Learning Resources
- Demonstration room
- Posters on the layout of a sickroom
- Charts
- Furniture
- Text books
- Internet
- Resource person
- Journals and magazines
- Cleaning equipment, tools and materials
- Video clips

Suggested Teaching and Learning Activities
- Discussion
- Arranging a sick room
- Demonstration on the use of tools and equipment in a sickroom

- Demonstration on the use protective gear used in a sickroom
- Cleaning the sickroom

Suggested Assessment Methods
- Written tests
- Observations
- Oral questions

HN10.05   HANDLING MEDICATIONS

Competence
The trainee should have the ability to administer and store medicines

Theory
HN10.05T0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) explain importance of administration of prescribed medication
b) explain misuse and abuse of prescription medication
c) identify challenges in administering medication

Content
HN10.05T1   Importance of administering prescribed medication
i)   Meaning of terms
ii)   Importance
iii)   Methods
iv)   Interpreting prescription instructions
v)   Reconstituting medicine
vi)   Administration
vii)   Importance of food during medication
viii)   Storage
ix)   Expiry date
x)   Medication records
HN10.05T2   Misuse and abuse of prescription drugs
i)   Reasons
ii)   Types
iii)   Dangers
iv)   Prevention
v)   Disposal of unused drugs and medicine
HN10.05T3   Challenges in administering medication

Practice
HN10.05P0   Specific Learning Outcomes
By the end of the unit, the trainee should be able to:
a) administer medication
b) identify misuse and abuse of medication
c) discuss challenges in administering medication

Content
HN10.05P1   Administering medication
i)   Importance
ii)   Types
iii)   Interpreting instructions
iv)   Reconstituting medicine
v)   Administration
vi)   Storage
vii)   Expiry date

viii) Disposing unused medication
HN10.05P2　　Identifying misuse and abuse of medication
　　　　　　　　i)　　　Causes
　　　　　　　　ii)　　Types
　　　　　　　　iii)　　Dangers
　　　　　　　　iv)　　Prevention
HN10.05P3　　Discussing challenges in administering medication

Suggested Teaching and Learning Resources
- Sample prescription medicine
- Posters
- Text books
- Internet
- Resource person
- Nurse
- Magazines
- Video clips
- Storage facilities for medicine

Suggested Teaching and Learning Activities
- Discussion
- Demonstration reconstitution of a given prescription medication
- Cleaning of medication items

Suggested Assessment Methods
- Written tests
- Observations
- Oral questions

HN6.0　　　　EMERGING ISSUES AND TRENDS IN HOMECARE NURSING

Competence
The trainee should have the ability to cope with emerging issues and trends homecare nursing

Theory

HN10.06T0　　**Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain emerging issues and trends in homecare nursing
b) outline challenges posed by emerging issues and trends in homecare nursing
c) explain ways of coping with emerging issues and trends in homecare nursing

Content
HN10.06T1　　Emerging issues and trends in homecare nursing
HN10.06T2　　Challenges posed by emerging issues and trends in homecare nursing
HN10.06T3　　Ways of coping with emerging issues and trends in in homecare nursing

Practice
HN10.06P0　　　**Specific Learning Outcomes**
a) identify emerging issues and trends in homecare nursing
b) identify challenges posed by emerging issues and trends in homecare nursing
c) suggest ways of coping with emerging issues and trends in homecare nursing

Content
HN10.06P1　　Identifying emerging issues and trends in homecare nursing

HN10.06P2   Identifying challenges posed by emerging issues and trends in homecare nursing
HN10.06P3   Suggesting ways of coping with emerging issues and trends in homecare nursing

Suggested Teaching and Learning Resources
-    Case studies
-    Text books
-    Charts
-    Resource persons
-    The media
-    Internet

Suggested Teaching and Learning Activities
-    Discussions
-    Brainstorming
-    Experiential sharing

Suggested Assessment Methods
-    Written tests
-    Oral tests
-    Assignments

WP11.0   WORK PLACEMENT

WP11.1   Introduction
This unit is intended to equip the trainee with knowledge, skills and attitudes to enable him/her to perform duties in a real working environment.

The rationale of Work Placement is to:
a) develop the trainees' personality and understanding of individuals and groups in work situations
b) enhance the practical and communication skills/competences of trainees
c) provide the trainee with background information and experience in career choice
d) provide employers the opportunity to give feedback on training
e) strengthen industrial/institution partnership
f) provide a mechanism for training institutions to address key skills as demanded at work place

WP11.2   General Learning Outcomes
By the end of the Work Placement period, the trainee should be able to:
a) understand the constraints of working life and functional relationships within and between organizations
b) appreciate the importance of human relationships and work attitudes
c) develop procedural knowledge towards work processes
d) apply theoretical concepts and school based skills to practice
e) develop work attitudes like curiousness, self-confidence, maturity and self-reliance
f) obtain knowledge of potential careers and develop new areas of interest

WP11.3   The Work Placement scheme will enable training institutions to:
a) establish link with industry for technical development
b) know skill gaps and improve quality of training
c) obtain materials for teaching/learning and case studies
d) have a balanced assessment of trainees

WP11.4   The Work Placement scheme will enable employers to:
a) understand future skills availability
b) improve the training delivered at training institutions for industrial relevance
c) influence the training of future generation of employees

WP11.5   Suggested roles of the training institution, industry and attachées

WP11.5.1   It is the responsibility of the training institution to:
a) identify trainees who are qualified to go on Work Placement
b) conduct Work Placement orientation and induction to trainees
c) identify opportunities from the industry and match them with the number of trainees qualified to go on Work Placement
d) prepare a code of conduct to be observed by attachees
e) provide log books to attachees

WP11.5.2   It is the responsibility of the industry to:
a) appoint an industry supervisor/mentor for the trainee/attachees
b) carry out formal introduction/induction to the workplace by the industry supervisor/mentor
c) design a weekly program of work for the intern to carry out whilst on Work Placement
d) develop clear and well communicated expectations of the work program
e) expose attachees to relevant activities and training opportunities
f) supervise and assess progress of the attaches
g) complete and release the log book of the attached trainees

WP11.5.3   It is the responsibility of the attached trainee to:
a) read and observe the code of conduct applicable to the work place

b) report to the training institution any problems encountered
c) fill the logbook daily to be completed and endorsed by both the industry and the training institution supervisor

Suggested Teaching/ Learning Resources
- Manuals
- Log book
- Samples
- Relevant textbooks
- Newspapers and magazines
- Media
- Internet

Suggested Teaching/ Learning Activities
- Discussions
- Supervised work
- Field study
- Demonstration
- Practical exercise
- Presentation
- Use of samples

Suggested Assessment Methods
- Timed work sessions
- Questions and answers
- Presentations
- Aptitude tests
- Log book filling
- Report writing