# REPUBLIC OF KENYA

# Homecare Management Course

# Trainer's Guide

Developing a competent homecare worker

Employment opportunities for all
National Employment Authority

# National Employment Authority


## Homecare Management Course


## Trainer's Guide


**June 2018**

NATIONAL EMPLOYMENT AUTHORITY

PUBLISHED JUNE 2018

# 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 suggests assessment methods. 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 a 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; 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. The curriculum therefore aims at acquainting migrant workers to envisaged challenges in the new environment in the host country.

The Trainers/Instructors Guide was also developed to assist the trainers/instructors to effectively deliver the Homecare Management Course. It outlines how the syllabus will be delivered by guiding the trainer/instructors on the instructional areas, skill activities, appropriate methods of carrying out learning activities and suggested assessment methods. It is envisioned that the user of this guide will be innovative and creative in applying the concepts in the prevailing circumstances and content area. The development of this trainers/instructors guide is a major milestone towards the teaching of Homecare Management course effectively. I trust that the trainers/instructors will make full use of this guide to justify the time, effort and resources that were used to develop it. It is my sincere hope that trainers /instructors of the Homecare Management course will find this document a useful resource in improving their knowledge and competencies.

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 Trainers/Instructors Guide manual was also developed to facilitate smooth implementation of the course. The Trainers/Instructors Guide 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 media industry. The Trainers/Instructors Guide has followed the sequence of the sub-units in the syllabus to ensure trainers deliver the training in clear uniformity.

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.
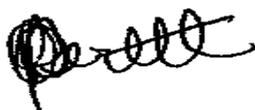
**Mrs. Winnie Pertet**

**CHAIRPERSON**
**NATIONAL EMPLOYMENT AUTHORITY BOARD**

## 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    INTRODUCTION TO THE TRAINERS' GUIDE

## 1.1    Rationale

The trainers' guide has been developed so as to:
a)  Help the trainers' interpret the course syllabus
b)  Harmonize teaching in all institutions involved in training in Kenya so as to create a level teaching approach
c)  Equip the trainers with a systematic approach to skills dissemination at all stages of training
d)  The trainer is expected to use the guide as a source of basic minimum requirement for instruction and is at liberty to make improvements and adjustments to these requirements when using the guide during the course of instruction.  The trainer should guide the trainee to prepare for lessons diligently and use the guide for guidance.
e)  Guide the trainers in the modes of delivering the syllabus's content

## 1.2    The guide lays emphasis on the following:

a)  Competences
b)  Objectives
c)  Content to be covered
d)  Suggested teaching/learning resources
e)  Suggested teaching and learning activities
f)  Suggested assessment methods
g)  Reference materials

# 2.0    ABOUT THIS GUIDE

1.  This guide is designed to assist the trainer in disseminating knowledge, skills and attitudes to the trainees in the most effective way
2.  In using this guide the trainer should lay more emphasis on the practical component of the course with approximately 90% of the time being spent on manipulative skills and about 10% of time given to other areas
3.  The guide should be used together with the syllabus and any other teaching/learning resources at the disposal of the trainer
4.  For ease of cross-referencing, the same coding has been used in the syllabus as well as in the guide.
5.  The guide gives a list of the essential resources and the teaching aids that will be required for organizing the activities for each unit or sub-unit. The list is only a guide and the trainer is at liberty to organize for other learning resources if and when appropriate and available and improvise where necessary, but ensure that the alternatives must be suitable and appropriate for the course level.
6.  The guide is structured in such a way that it will guide the trainer to effectively teach and monitor the progress of the trainees and thereafter assess them appropriately both in theory and practice
7.  In order for the trainer to effectively disseminate knowledge and skills to the trainees the following areas are also considered:
    a)  Instructor preparedness
    b)  Learning environment
    c)  Learning resource management

## 2.1    Instructor Preparedness
a)  Scheming
b)  Lesson planning
c)  Preparation of lesson notes
d)  Selection and/or preparation of teaching/learning resources

### 3.0    LEARNING ENVIRONMENT

a)  Preparation of learning environment, supervision of class activity, assisting learners with difficulties and ensuring correct work is being done.
b)  Observe change in  behaviour

The trainer will have variety of facilities at his/her disposal while conducting theoretical and practical sessions. These facilities include classrooms and workshops among others. The choice of the facility to be used will be dictated by the activity being carried out. Whichever facility the trainer chooses as the most appropriate learning environment for a given activity, the trainer should take into account the following factors:

i)  Safety and comfort of the trainees
ii)  Lighting and ventilation of the facility
iii)  Ease of movement for both the trainer and the trainees
iv)  Viewing level for both the trainer and the trainees
v)  Ease of movement of teaching aids, tools and equipment

### 3.1    Organization

The trainer will decide how the class will work, either as individuals or in groups. Individual work is encouraged but groups are divided depending on the following factors:
The equipment available;

i)  The working space in class
ii)  The size or largeness of the class, that is, the number of trainees

### 3.2    Supervision of class activity

It is of utmost importance that the trainer supervises trainees to see that the correct methods are being used and the exercise is done neatly and orderly. The trainer should guide the trainee to check for the following:

i)  Whether the class is carrying out exercises correctly
ii)  Whether all the trainee are participating
iii)  Whether there are any new ideas coming from trainees
iv)  any general problem coming up from the activity at hand or in the group

### 3.3    Learning Resources Management

1.  During the practical and theoretical learning activities, the trainer will use many types of key learning resources.  These resources include workshop tools and equipment, teaching aids, textbooks, among others. There is need to manage these resources properly.
2.  Workshop tools and equipment are expensive to buy and maintain.  For this reason, it is important for the trainer to closely monitor the status of these facilities to avoid theft, breakage, misuse and mishandling. Re-conditioning and maintenance of tools and equipment make them last longer and safe to use.
3.  Teaching aids such as charts, diagrams, drawings and posters take a lot of time and patience to prepare.  It is important that they are handled carefully during use and are also stored properly after use so that they will be durable and be used for a longer period.
4.  The trainer should guide the trainee to involve the trainees in ensuring that these facilities are cared for and maintained by making trainees responsible for their actions.

### 4.0    MODE OF DELIVERY

There are a number of training methods a trainer can employ to facilitate practical learning. The methods include demonstration, discussion, lecture, field visits, ~~and the~~ as well as questioning technique.

### 4.1    Demonstration Method

This is a method in which the trainer shows and explains to the trainee how to carry out a certain procedure. The method is appropriate when teaching practical skills. It can also be used when resources are limited.  The trainer carries out demonstration as the trainees watch and later imitate. The trainees should always be involved in the demonstration by carrying out specific tasks like making key observations, recording results and repeating the technique on their own.

The trainer should guide the trainee to be able to demonstrate all the skills stated in the syllabus. When carrying out a demonstration it is important to have clear objectives in mind and also make sure in advance that the demonstration works.

For a demonstration to be effective, the trainer should guide the trainee to:

a) be brief and clear
b) explain and demonstrate the same point at the same time
c) see that the demonstration table or equipment is neatly kept throughout
d) make sure that all the trainees can see clearly what he/she is doing
e) re-enforce the demonstration with illustrations, posters and other visual aids
f) divide the demonstration into stages if it is complicated
g) supervise and guide the trainees to master the skill.

## 4.2 Discussion Method

A discussion is a purposeful conversation proceeding towards a certain objective. As a method of training, a discussion is an activity where a trainer and learners talk together in order to share views or information about a topic or a problem. It can be an exchange of ideas between the trainer and learners in a whole class discussion or among the learners. The trainer should guide the trainee to ensure that there is trainer-trainee and trainee-trainee interaction. In order to enhance participation, it is better to use small group discussions. The trainer should guide the trainee to make sure that every group has a chairperson to coordinate the discussion and a secretary to note down the main points.

The discussion method is a valuable training technique. It involves active trainers and trainees participation and provides means by which individual trainee may develop knowledge, social skills and effect attitudinal changes. In this training method, the trainer introduces an activity and explains its uses and limitations. He/she then asks the trainees to relate the activity to previous lessons by posing some questions. Then the trainees engage in some discussion by giving their opinions or ideas. This ensures that passive listening or mere copying of notes is reduced to a minimum. The trainer must ensure that the control of the discussion is maintained and that tension and friction are not allowed to develop.

## 4.3 Field Visits/Trips

Field trip is a method of training-learning, where trainees are taken to venues of learning to make use of community based resources such as places, things, activities and resource persons. The trainer should guide the trainee to formulate clear objectives for the field trip.

i) **Importance of field trips:**
   a) They enable trainees to observe the world around them closely, accurately and intelligently
   b) They widen trainee's understanding of the world in which they live
   c) They enhance good relationship between the learning institution and the wider community
   d) They give trainees a chance to explore

ii) **Preparation before the field trip/visit;**
   a) set out the date, day and time of the visit
   b) obtain permission from the administration of your institution
   c) write to and get an invitation from the place you intend to visit
   d) explain to the trainees the aims and objectives of the visit and what they are expected to do, such as answering questions and recording their observations

## 4.4 Question and Answer Method

This is a method of training and learning where the trainer asks questions to find out what the trainees know. In this method there is usually a flow of information from the trainer to the trainee and vice versa. In order to use questions effectively, the trainer should make sure that the questions are clear; the language should be to the level of the trainees and should pause to give the trainees time to think about the questions. The trainer should guide the trainee to first ask the question and then select a trainee who is to answer the question.

i) **Use of questions**
Whatever teaching methodology a trainer uses, he/she should pay particular attention to the type of questions he/she asks. Questions should always be challenging and never to insult the

intelligence of the trainees. Always think about the way you expect trainees to respond when you ask a question. Occasionally the trainer should give a quick quiz at the beginning of the session. These quizzes should be mental exercises for practice, to revise at frequent interval the work done earlier and to stimulate trainees to think.

**4.5     Guest Speakers/Resources Persons**

A resource person is a person with specialized information or skill.  For example a teacher, a nurse, a doctor, housekeeper, cateress or lawyer may be used as a resource person, provided the information sought from them is relevant to the situation. Sometimes it may be useful to invite a speaker to give a talk on specific topic.

**4.6     Suggested Assessment Methods**

This guide suggests some appropriate methods that the trainer can use to assess learning or acquisition of competences by the end of each sub-unit. The specific learning outcomes and the learning activities listed under the various sub-units of the course should form the basis for assessing trainee's work. Some of the common assessment methods included in the guide are:

a)  Oral tests
b)  Written tests
c)  Assignments
d)  Assessment of practical work
e)  Observation of trainees behaviour as they perform practical work/assignments

**4.7     Final Assessment Test**

At the end of the course, the trainees will be registered for the final grade assessment test. It is important for the trainer to prepare the trainees well for this test.

**5.0     Course Unit Coding and Time Allocation**

| Code | Course Units | 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. The trainer guide is meant to assist the trainers to interpret curriculum contents as expected with without deviating.

**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 |
| HC6.01 | House Keeping | - Importance of house keeping <br> - Cleaning equipment and materials <br> - Household cleaning agents <br> - Cleaning methods <br> - Cleaning of surface finishes <br> - Preparation of a cleaning work plan <br> - General house organisation <br> - Caring for shoes <br><br> - Safety measures in housekeeping operations | 3 | 11 | 14 |
| HC6.02 | Laundry Work | - Laundry work <br> - Hygiene and safety measures in laundry work <br> - Laundry tools and equipment <br> - Laundry agents <br> - Laundry of articles <br> - Stain removal <br> - Finishing of articles | 2 | 12 | 14 |

| Codes | Sub-Unit | Content | Time in Hours | | |
|-------|----------|---------|--------|----------|-------|
| | | | **Theory** | **Practice** | **Total** |
| | | - Care labels<br>- Methods of controlling laundry work supplies | | | |
| HC6.03 | Cookery | - Meaning of terms<br>- Reasons for cooking foods<br>- Kitchen layout<br>- Kitchen tools and equipment<br>- Kitchen hygiene and safety<br>- Types of food commodities<br>- Meal planning<br>- Menu planning<br>- Preparation of a shopping list<br>- Cooking methods<br>- Food and beverages service<br>- Preparation of a shopping list | 4 | 28 | 32 |
| HC6.04 | Household Waste Disposal | - Meaning of terms<br>- Importance of proper disposal of household wastes<br>- Household waste disposal<br>- Control of household pests | 1 | 2 | 3 |
| HC6.05 | Pets | - Types of pets<br>- Importance of pets<br>- Care for pets<br>- Legal requirement in keeping pets<br>- Challenges of keeping pets | 1 | 2 | 3 |
| HC6.06 | Introduction to Childcare | - Importance of childcare<br>- Developmental milestones of a child<br>- Family Centred childcare<br>- Child care services<br>- Preparation of meals for a child<br>- Play activities for a child<br>- Challenges in child care | 2 | 4 | 6 |
| HC6.07 | Introduction to Home Nursing | - Importance of home nursing<br>- Duties of a home nurse<br>- Qualities of a home nurse<br>- Personality of the sick or | 2 | 4 | 6 |

| Codes | Sub-Unit | Content | Time in Hours | | |
|---|---|---|---|---|---|
| | | | Theory | Practice | Total |
| | | infirm<br>- Factors to consider in home nursing<br>- Features of a home for nursing<br>- Challenges in home nursing | | | |
| HC6.08 | Emerging Issues and Trends in Homecare | - Emerging issues and trends in homecare<br>- Challenges posed by emerging issues and trends in homecare<br>- Cope with challenges posed by emerging issues and trends in homecare | 1 | 1 | 2 |
| **Total** | | | **16** | **64** | **80** |

**HC6.01**         **HOUSE KEEPING**
                  **Competence**
                  The trainee should have the ability to perform housekeeping duties safely


                  **Theory**
**HC6.01T0**       **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 the preparation of a cleaning work plan
                  g) describe the general house organisation
                  h) describe caring of shoes
                  i) outlining safety measures in housekeeping operations


**Teaching and Learning Activities**
a) Explaining the importance of house keeping
   The trainer should guide the trainee to:
   i)   Explain the meaning of terms
        - House
        - Home
        - Household
        - Housekeeper
        - House keeping
   ii)  Explain the importance of house keeping
        - Maintenance
        - Hygiene
        - Orderliness
        - Preservation of services
        - Beauty
        - Neatness
        - Improve appearance
        - Safety
   iii) List areas of house keeping
        - Kitchen
        - Sitting room
        - Dining roam
        - Bedroom
        - Study room
        - Bathroom/ bath shelter
        - Lavatory/ pit latrine
        - Balcony
        - Corridors
        - Veranda
        - Chimney
   iv)  Outline qualities of housekeeping staff
        - Honesty
        - Patience
        - Organised
        - Responsible
        - Polite
        - Innovative

4

- Creative
- Pleasant
- Neat
- Kind
v) Housekeeping etiquette
- Courtesy
- Seek permission
vi) Explain importance of hygiene in house keeping
- Meaning of hygiene
- Importance of hygiene in house keeping
- Challenges in maintaining hygiene in house keeping
b) Identifying cleaning equipment and materials
The trainer should guide the trainee to:
i) Explain meaning of cleaning
ii) Importance of cleaning
iii) Identify cleaning equipment
- Dustpans
- Buckets and basins
- Carpet sweeper
- Vacuum cleaner
- Floor polisher
iv) Identify cleaning materials to include but not limited to the following:
- Detergents
- Soaps
- Bleaches
- Disinfectants
- Stain removers
- Air freshener
- Mops
- Brooms and brushes
- Dusters
- Cleaning cloths
- Rubber gloves
- Aprons
- Boots/shoes
v) Classify cleaning equipment
- Labour saving
- Manual
- Power operated
vi) Outline factors to consider in selection of equipment and materials
- Amount of work
- Surface to be cleaned
- Cost of purchase and operation
- Methods of operation whether manual or power driven
- Storage space
- Safety
- Skills for running the equipment
- Versatility
vii) Use of cleaning equipment and materials
- Instructors manual
- Right purpose
- Care and maintenance
- Skills required
viii) Improvisation
- Ashes

- Charcoal
- Sand
- Twigs
- Old blankets/clothing
- Newspaper
- Salt
- Lemons juice

c) Identifying household cleaning agents

The trainer should guide the trainee to:

i) Explain meaning of cleaning agents

ii) Identify types of cleaning agents
- Liquids
- powders
- Sprays
- Granules

iii) Explain choice of cleaning agents
- Type of dirt
- Toxicity of the cleaning agent
- Compatibility with the equipment in use and surface
- Stability
- Availability of the composition of the detergent

iv) Use and storage
- Procedure for use
- User guide
- Proper storage
- Safety

v) Improvisation
- Ashes
- Salt
- Lemon juice
- Charcoal

d) Explaining cleaning methods

The trainer should guide the trainee to:

i) List methods of cleaning
- Sweeping
- Dusting
- Wiping
- Mopping
- Buffing
- Scrubbing
- Wax removal
- Polishing

ii) Outline cleaning frequency
- Daily
- Weekly
- Periodical/special

iii) Highlight the factors to consider in choosing a cleaning method
- Amount of dust and dirt
- The use of house/home
- Occupants
- Condition of house/surface
- Available time
- Available cleaning equipment and materials
- Skills required

iv) Describe procedures of cleaning methods

e) Describing cleaning of surface finishes

The trainer should guide the trainee to:

    i) Explain meaning of surface finishes

    ii) List types of surface finishes
- Painted
- Polished
- Tiles
- Terrazzo
- Formica
- Metallic
- Cemented
- Marble
- Wooden
- Earthen
- Carpeted
- Glass

    iii) Outline cleaning procedures for surface finishes

f) Explaining preparation of a cleaning work plan

The trainer should guide the trainee to:

    i) Explain meaning of terms
- Work plan
- Tasks

    ii) Outline routine sequence of work in different family settings
- Early morning activities
- Mid-morning activities
- Afternoon activities
- Evening activities
- Night activities

    iii) Prepare plan of work schedule
- Daily
- Weekly
- Periodical

g) Describing the general house organisation

The trainer should guide the trainee to:

    i) List factors to consider when organising a house
- Room size
- Room designs
- Sun direction
- Safety consideration
- Individual preferences
- Position of the bathroom
- Power sources
- Water taps

    ii) Ways of organising different rooms
- Kitchen
- Living rooms
- Bedroom
- Washrooms
- Laundry
- Pit latrine and bath shelter

    iii) Describing procedure of making a bed
- Requirements
- Procedure

h) Explaining caring for shoes

The trainer should guide the trainee to:
    i)    List types of shoes
-   Leather
-   Rubber
-   Plastic
-   Suede
-   Canvas
    ii)    Outline factors to consider when caring for different types of shoes
    iii)    Highlight on care procedures
-   Cleaning
-   Storage

i)    Outlining safety measures in housekeeping operations
    The trainer should guide the trainee to:
    i)    Explain the meaning of terms
-   Safety
-   Operations in housekeeping
    ii)    Outline importance of safety in housekeeping operations to include;
-   Productive working environment
-   Prevent health and safety hazards
-   Reduction of household costs
-   Adhering to legal requirements
    iii)    Explain methods of controlling housekeeping supplies to include
-   Record keeping
-   Return of empty containers

**Trainee Activities**

The trainer should guide the trainee to:
a)   Prepare a cleaning work plan
b)   Clean different areas and surfaces
c)   Organise different rooms in the house
d)   Clean shoes

*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
-   Textbooks
-   Magazines

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

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

**HC6.02          LAUNDRY WORK**

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

**Theory**

**HC6.02T0          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

**Teaching and Learning Activities**
a) Describing laundry work
    The trainer should guide the trainee to:
    i) Explain meaning of terms
        - Laundry
        - Articles
        - Fabrics
        - Laundry work
        - Laundry agent
    ii) Outline importance of laundry work to include
        - Good grooming
        - Hygiene
        - Care of articles
        - Preservation of articles
        - Maintenance of laundry equipment
    iii) Explain layout of the laundry area in respect to:
        - Receiving zone
        - Dirty zone
        - Work zone
        - Clean zone
        - Finishing zone
        - Issuing zone
b) Explaining hygiene and safety measures in laundry work
    The trainer should guide the trainee to:
        i) Explain meaning of terms as used in laundry work
            - Safety
            - Hygiene
        ii) Highlight importance of hygiene and safety in the laundry area to include
            - Personal safety
            - Hygiene
            - Productive working environment
            - Preventing possible hazards
            - Reduction of household costs
        iii) Highlight hygiene rules to include but not limited to
            - Washing hands

- Wearing and removing gloves
- Protective clothing
- Safe procedures in handling laundry articles
- Safe procedures in handling laundry tools, materials and equipment

iv) Observe safety measures during laundry work to include:
- Right procedures in handling electrical appliances
- Take fire safety precautions
- Avoid spills
- Use of right proportions of detergents or agents
- Proper storage of tools, materials and equipment

c) Identifying laundry tools and equipment

The trainer should guide the trainee to:
i) List laundry tools and equipment
ii) Classify laundry tools and equipment
- Manual
- Power driven
iii) Outline use, care and maintenance of laundry tools and equipment
- Instructors manual
- Right purpose
- Care and maintenance
- Skills required

d) Identifying laundry agents

The trainer should guide the trainee to:
i) Explain meaning of laundry agent
ii) List types of laundry agents to include:
- Water
- Soap and soap less detergent
- Bleaches
- Disinfectants
- Stain removers
- Fabric softeners
- Starches
- Laundry blue
- Soap flakes
iii) Explain factors to consider when selecting laundry agents to include:
- Type of fabric
- Soiling of garment
- Versatility
- Toxicity
- Ease of use
- Stability
- Effectiveness
- Rinse-ability
- Stain-Removing Power
- Efficiency
- Cost
- Disclosure of ingredients
- Dissolvability
iv) Outline the factors to consider in preparation for laundry agents to include:
- Amount of washing
- Nature of the fabric
- Type of water
- Type of agent
- User safety

v) Outline use and storage of laundry agents
  - Instructors manual
  - Right purpose
  - Skills required
  - Storage space
e) Describing laundry of articles
  The trainer should guide the trainee to:
    i) Explain meaning of articles
    ii) List types of fabrics
      - Natural
      - Man made
    iii) Outline order of laundry processes to include
      - Repairing/Mending
      - Sorting
      - Soaking /steeping
      - Washing
      - Rinsing
      - Drying
      - Finishing
      - Airing
      - Storage
    iv) List special care in laundry
      - Stain removal
      - Sterilising /disinfecting
      - Starching
      - Blueing
      - Valeting
      - Dry cleaning
      - Dyeing
      - Bleaching
      - Sponging and spotting
      - Fabric conditioning
    v) Outline laundry procedures for different articles/garments
      - Clothes
      - Articles
f) Explaining stain removal
  The trainer should guide the trainee to:
    i) Explain the meaning of terms
      - Stain
      - Stain remover
    ii) List types of stains
      - Animal
      - Grease
      - Vegetable
      - Mineral
    iii) List stain removal agents
      - Bleaches
      - Grease solvents
    iv) Outline rules in stain removal to include
      - Identify the stain
      - Remove when stains are fresh
      - Remove stain before washing the article
      - Identify the fabric and choose a suitable stain remover
      - Use simple methods of stain removal first

- Use weak solutions or mild reagents first
- Work from outside towards the inside to avoid spreading stain
- Rinse the garment thoroughly to remove all traces of stain remover
- Wash garment after stain removal following normal laundry procedures

    v) Outline methods of stain removal in respect to:
- Principles of stain removal
- Cause of stain
- Removal of stain

    vi) Explain storage of stain removal agents
- Instructors manual
- Storage space
- Safety precautions

g) Describe finishing of articles

    The trainer should guide the trainee to:

    i) Meaning of terms
- Ironing
- Pressing
- Folding
- Storage

    ii) Explain importance of finishing in laundry such as
- Attractiveness
- Durability
- Specific requirements

    iii) Explain the finishing procedures to include
- Preparing laundry work surface
- Finishing of laundered articles

    iv) Explain storage of garments
- Importance of storing of garments
- Storage facilities
- Storage of laundered articles

h) Interpreting care labels

    The trainer should guide the trainee to:

    i) Explain the meaning of terms
- Care labels
- Symbols
- Where found on garments/articles

    ii) State the importance care labels to include
- Gives correct laundry treatment therefore garment or article is not damaged
- Assist when selecting garments so that one buys what they will be able to care appropriately
- Assist professional dry cleaners to know which dry cleaning solvents to use for a particular garment

    iii) Interpret the classification of care labels
- Washing
- Ironing
- Drying
- Treatment
- Dry cleaning

i) Methods of controlling laundry work supplies
- Record keeping
- Return of empty containers
- Amount of laundry work

**Trainee Activities**

The trainer should guide the trainee to:
a) Use laundry tools and equipment
b) Use laundry agents
c) Launder articles
d) Remove stains
e) Finish articles
f) Interpret information on care labels
g) Control 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

**HC6.03**        **COOKERY**

**Competence**

The trainee should have the ability to prepare and serve meals

**Theory**

**HC6.03T0**        **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 foods
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

**Teaching and Learning Activities**
a) Explain meaning of terms used in cookery

13

- Cookery
- Cooking
- Food
- Beverage
- Service

b) Explaining reasons for cooking foods

The trainer should guide the trainee to highlight the reasons for cooking foods
- Improve appearance or make food attractive
- Improve the food flavour or taste
- Make food tender and easy to chew
- Kill germs and parasites thus making food safe
- Keep food longer by preventing spoilage

c) Describing kitchen layouts

The trainer should guide the trainee to:
  i) List sections of the kitchen
  ii) Outline the kitchen work triangle
  iii) Outline the importance kitchen layout
  iv) Explain types of kitchen layout
      - Traditional
      - Modern

d) Identifying kitchen tools and equipment

The trainer should guide the trainee to:
  i) Explain the meaning of terms
      - Kitchen tools
      - Kitchen equipment
  ii) Describe types of kitchen equipment and tools
      - Manual
      - Power driven
  iii) Explain use, care, maintenance and storage of equipment and tools

e) Explaining kitchen hygiene and safety

The trainer should guide the trainee to:
  i) Explain meaning of terms
      - Safety
      - Hygiene
  ii) Explain importance of hygiene and safety during food preparation, cooking, service and storage
  iii) Describe methods of ensuring hygiene and safety during food preparation, cooking, service and storage
  iv) Outline cleaning of the kitchen and waste disposal

f) Identifying types of food commodities

The trainer should guide the trainee to:
  i) List classification of foods items that provides a balance diet
      - Carbohydrates
      - Proteins
      - Vitamins
      - Minerals
      - Fibre
      - Water
  ii) Explain factors to consider when selecting food items
  iii) Handling and storage of food items
      - Factors to consider
      - Challenges

g) Explaining meal planning

The trainer should guide the trainee to:

14

i) Explain the meaning of terms
   - Meal planning
   - Menu
   - Convenience foods
ii) Explain importance of meal planning to include:
   - Provision of a balanced diet
   - Money saving
   - Time saving
   - Reduce food wastage
   - Provide variety
   - Provide meals according to family needs
iii) Outline factors to consider when planning meals with respect to:
   - Nutritional value
   - Resources
   - Amount of money available
   - Family customs
   - Family needs
   - Time of year/season
   - Food items available
iv) Explain factors to consider when planning meals for different groups in respect to:
   - Age
   - Health status
   - Activity/occupation
   - Religion
   - Culture
   - Occasion
v) Outline challenges in planning meals

h) Explaining menu planning
   The trainer should guide the trainee to include;
   i) Explain importance of menu planning to include
      - Guide on what to be served
      - Helps one to choose what one desires to eat
   ii) Types of menus
   iii) Format of menus
   iv) Explain factors to consider in menu planning to include
      - Occasion
      - Religion
      - Age of clients
      - Available food commodities

i) Explaining preparation of a shopping list
   The trainer should guide the trainee to:
   i) Explain the factors to consider when preparing a shopping list:
      - Composition of the family
      - Amount of money available
      - Resources
      - Time available for shopping
      - Health benefits
      - Occasion
      - Cooking methods
   ii) Write a shopping list
      - Categorise items
      - Identify challenges encountered in shopping
   iii) Explain methods of controlling cookery supplies
      - Receiving/issuing records

15

- Tracking by use of daily menus
j) Describing cooking methods

The trainer should guide the trainee to:
  i) Identify cooking methods
    - Steaming
    - Boling
    - Frying
    - Stewing
    - Roasting
    - Baking
    - Grilling
    - Poaching
    - Blanching
  ii) Explain factors to consider when selecting a cooking method
    - Type of food
    - Menu
    - Persons to be served
    - Skills available
    - Occasion
    - Facilities available
    - Resources
    - Time available
  iii) Use basic recipes to prepare meals
k) Explaining food and beverage service

The trainer should guide the trainee to:
  i) Explain meaning of terms
    - Food service
    - Beverage service
  ii) Explain importance of food and beverage service to include
    - Observing time for meal service
    - Presenting food to family members
    - Eating meals together presents an opportunity for family bonding
    - Understanding types of beverages to be served
  iii) Identify tools, equipment and materials for food and beverage service
    - Service tools
    - Service equipment
    - Service materials
    - Explain use, care, maintenance and storage of tools, equipment and materials used for food and beverage service
  iv) Outline methods of serving food and beverages
  v) Set the table for food and  beverages service
  vi) Serve food and beverages in respect to
    - Presentation
    - Taking care of individual needs
    - Categories of beverages
    - Food and beverage holding temperatures
    - Safety and hygiene in handling of food and beverages
    - Storage of prepared food and beverages
  vii) Explain the procedures of clearing service area
  viii) Explain how to observe service etiquette at home setting
    - Meaning of etiquette
    - Dressing code
    - Service organization

**Trainee Activities**

The trainer should guide the trainee to:
a) Illustrate kitchen layout
b) Use kitchen tools and equipment
c) Plan given meals
d) Cook foods using a given method
e) Serve food and beverages
f) Write a shopping list
g) Shop household supplies

*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

**HC6.04    HOUSEHOLD WASTE DISPOSAL**
**Competence**
The trainee should have the ability to dispose household wastes

**Theory**
**HC6.04T0    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

**Teaching and Learning Activities**
a)  Explaining meaning of terms

   The trainer should guide the trainee to explain terms used in waste disposal such as
   - Household waste
   - Waste disposal
   - Sewage
   - Pests
b)   Explaining importance of proper disposal of house hold wastes

   The trainer should guide the trainee to:
   i)  Highlight importance of proper disposal of household wastes to include control of pests

ii) Explain the factors to consider when disposing household waste. These may include the following factors
- Existing regulations
- Available disposal facilities
- Amount of waste
- Type of waste
- Available resources
- Surrounding environment
- Safety and hygiene precautions
- Skills required in disposal

c) Explaining household wastes disposal

The trainer should guide the trainee to

i) Identify types household wastes
- Organic
- Inorganic

ii) Outline methods of waste disposal to include
- Sorting
- Burying
- Burning
- Use as animal feed
- Recycling
- Conversion to manure
- Collection of garbage by service providers
- Sewer system

iii) Outline tools, equipment and materials in waste disposal with respect to
- Identification
- Selection
- Care, maintenance and storage
- Safety and hygiene precautions

iv) Personnel in waste disposal management
- Family members
- City/county council
- Environmentalist

v) Outline challenges in waste disposal

d) Explaining control of household pests

The trainer should guide the trainee to:

i) Explain meaning of terms
- Pests
- Pest control

ii) Outline the importance of pest control

iii) List types of pests to include
- Insects
- Mites
- Rodents
- Animals
- Birds

iv) Outline methods of controlling pests
- Mechanical
- Physical
- Chemical
- Electrical

v) Highlight tools, equipment and materials used in pest control
- Identification
- Selection

- Use, care, maintenance and storage
- Safety and hygiene precautions

vi) Identify challenges in pest control
  - Identify challenges
  - Handling challenges

**Trainee Activities**
The trainer should guide the trainee to:
a) Sort household wastes
b) Use a given method to dispose household wastes
c) Use a given method to control household pests

*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

**HC6.05      PETS**
**Competence**
The trainee should have the ability to take care of pets in the home.

**Theory**
**HC6.05T0      Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) explain importance of pets
b) explain care for pets
c) outline legal requirement in keeping pets
d) outline challenges of keeping pets

**Teaching and Learning Activities**
a) Identifying common types of pets
   The trainer should guide the trainee to
   - Explain meaning of the term pet
   - Identify types of pets

19

b) Explaining importance of pets

The trainer should guide the trainee to outline importance of pets to include

- Companionship
- Security
- Control of pests
- Aides

c) Explaining care for pets

The trainer should guide the trainee to:

i) Care for pets to include

- Cleaning
- Feeding
- Health care
- Shelter
- Exercise/leisure
- Control of pests

ii) Outline safety and hygiene precautions to be observed in keeping a pet

- Safety and hygiene for pets
- Safety and hygiene for handlers

d) Explaining legal requirement in keeping pets

The trainer should guide the trainee to:

- Familiarise with laws governing keeping of pets
- Familiarise with regulations related to keeping of pets

e) Identifying challenges of keeping pets

The trainer should guide the trainee to:

- Identify challenges of keeping pets
- Outline ways of handling challenges of keeping pets

**Trainee Activities**

The trainer should guide the trainee to care for pets by

a) Feeding
b) Grooming
c) Parasite control
d) Exercising

### Suggested Teaching and Learning Resources

- Posters
- 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
- Written tests
- Assignments
- Oral presentation

**HC6.06      INTRODUCTION TO CHILDCARE**

**Competence**

The trainee should have the ability to care for a child

**Theory**

**HC6.06T0      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

**Teaching and Learning Activities**

a) Explaining importance of childcare
   The trainer should guide the trainee to explain importance of childcare
   - Meaning of terms
   - Importance
   - Roles of a childcare provider
   - Factors to consider when engaging a childcare provider
   - Qualities of a childcare provider
   - Requirements of a child

b) Outlining developmental milestones of a child
   The trainer should guide the trainee to identify developmental milestones of a child
   - Meaning of milestones
   - Developmental milestones
   - Challenges in milestones development

c) Discussing family centred childcare
   The trainer should guide the trainee to discuss family centred childcare to include;
   - Importance of family centred childcare
   - Role of culture in family centred childcare
   - Benefits of family centred childcare

d) Describing childcare services
   The trainer should guide the trainee to describe childcare services to include:
   - Importance
   - Environment for child development
   - Child supervision
   - Tools, equipment and materials
   - Feeding
   - Bathing and dressing a baby
   - Sleeping
   - Health care needs
   - Challenges in childcare services

e) Describing preparation of meals for a child
   The trainer should guide the trainee to describe preparation of meals for a child to include:
   - Importance
   - Tools, equipment and materials
   - Types of food
   - Balanced diet

- Cooking methods
- Feeding the baby
- Handling breast milk
- Hygiene and safety

f) Discussing play activities for a child

The trainer should guide the trainee to identify child play activities to include:
- Importance
- Safety in child play
- Tools, equipment and materials
- Playing
- Reading
- Singing
- Entertainment
- Challenges in child play

g) Explaining first aid applicable in childcare

The trainer should guide the trainee to explain first aid to include:
- Meaning of first aid
- Importance
- Uses of first aid supplies
- Content of first aid kit
- Improvising first aid items
- First aid procedures
- Common accidents in the home
- Preventive measures for accidents

h) Identifying challenges in childcare

The trainer should guide the trainee to identify challenges facing childcare

**Trainee Activities**

The trainer should guide the trainee to
a) Plan child meal
b) Role play child activities
c) Demonstrate first aid procedures

*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

**HC6.07**      **INTRODUCTION TO HOME NURSING**

**Competence**

The trainee should have the ability to perform home nursing duties

**Theory**

**HC6.07T0**    **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) discuss the personality of the sick or infirm
d) state qualities of a home nurse
e) state factors to consider in home nursing
f) describe features of a home for nursing
g) discuss challenges in home nursing

**Teaching and Learning Activities**

a) Explaining importance of home nursing

The trainer should guide the trainee to explain importance of home nursing to include:

  i)  Meaning of terms
- Home
- Nursing
- Home nursing

  ii)  Importance

  iii)  Layout of a nursing home

  iv)  Hygiene and safety measures
- Hygiene measures
- Safety measures

b) Describing duties of a home nurse

The trainer should guide the trainee to describe duties of o home care nurse to include:

  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
- Medicine given
- Food given
- Meals

c) Stating qualities of a home nurse

The trainer should guide the trainee to identify qualities of a home nurse to include:

  i)  Honesty
  ii)  Ethical
  iii)  Empathy
  iv)  Friendly
  v)  Caring

    vi)    Supportive

d) Discussing personality of the sick or infirm

   The trainer should guide the trainee to discuss the personality of the sick or infirm to help the care giver to effectively provided the services

e) Stating factors to consider in home nursing

   The trainer should guide the trainee to describe meals of a child to include but not limited to:

    i)    Condition of the client
    ii)   Needs of the client
       - Type of disease
       - Age of the client
    iii)  Facilities available
    iv)  Supplies required
    v)   Cost
    vi)  Hygiene and safety
    vii) Tasks
    viii) Family support

f) Discussing features of a home for nursing

   The trainer should guide the trainee to discuss an ideal features home for a home for nursing to include

    i)   Home layout
    ii)  Lighting
    iii) Ventilation
    iv) Accessibility
    v)  Support equipment
    vi) House finishes

g) Listing challenges in home nursing

   The trainer should guide the trainee to identify challenges facing home nursing to include

    i)   Language barrier
    ii)  Hostile environment
    iii) Inadequate facilities
    iv) Limited information
    v)  Poor working terms
    vi) Poor working conditions

**Trainee Activities**

The trainer should guide the trainee to

    a)   Role play qualities of a home nurse
    b)   Arrange a home nursing room
    c)   Wear and remove gloves

*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

**HC6.08**          **EMERGING ISSUES AND TRENDS IN HOMECARE**

**Competence**

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

**Theory**

**HC6.08T0**    **Specific Learning Outcomes**

By the end of this unit, the trainee should be able to:
a)  identify emerging issues and trends in homecare
b)  outline challenges posed by emerging issues and trends in homecare
c)  explain ways of coping with emerging issues and trends in homecare

**Trainee Activity**

The trainer should guide the trainee to identify challenges posed by emerging issues and trends

*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

**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 trainer's guide is designed to assist the trainer to equip domestic workers with knowledge, skills, attitudes and values that empower them to cope with challenges they face in life. Further, the guide will prepare domestic workers to address their personal development, financial management and employment relations.  It is envisaged that the guide 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** |
| LS7.01 | Ethics and Values | - Meaning of terms<br>- Importance of ethical practices in work<br>- Importance of observing values in work<br>- Dangers of not practicing ethics and values | 1 | 1 | 2 |
| LS7.02 | Personal Hygiene | - Personal hygiene<br>- Personal health care | 1 | 1 | 2 |
| LS7.03 | Communication Skills | - Communication<br>- Types of communication<br>- Channels of communication<br>- Barriers to effective communication<br>- Communication in social relations<br>- Influence of  culture in communication | 1 | 4 | 5 |
| LS7.04 | Health and Safety in the Workplace | - Importance of safety and health | 1 | 3 | 4 |

| Code | Sub-Unit | Content | Time in Hours | | |
|---|---|---|---|---|---|
| | | | **Theory** | **Practice** | **Total** |
| | | - Types of safety and health hazards in a home<br>- Safety measures to be observed in the home | | | |
| LS7.05 | First Aid | - Meaning of first aid<br>- Uses of first aid supplies<br>- First aid procedures | 1 | 5 | 6 |
| LS7.06 | Security Within the Home Setting | - Meaning of first aid<br>- Uses of first aid supplies<br>- First aid procedures<br>- Importance of security in the home<br>- security threats<br>- Types of security devices in a home<br>- Security concerns in handling visitors in a home<br>- Mobile phone security threats | 1 | 3 | 4 |
| LS7.07 | Employment Opportunity in Homecare | - Work<br>- Employment opportunities in homecare<br>- Migrant worker recruitment<br><br>- Methods of searching for employment<br>- Writing of a curriculum vitae<br>- Writing of a cover letter<br>- Writing of an application letter<br>- Preparation for an interview<br>- Emerging issues and trends in employment opportunities in homecare | 2 | 4 | 6 |
| LS7.08 | Employer - Employee Relations | - Meaning of terms<br>- Provisions in law that govern the employment relations at the workplace<br>- Employment contract<br>- Rights and obligations in employment | 1 | 2 | 3 |
| LS7.09 | Personal Financial Management | - Importance of personal financial management<br>- Personal budgeting<br>- Importance of financial institutions<br>- Types of investments | 2 | 1 | 3 |
| LS7.10 | Personal Development | - Self- awareness<br>- Interpersonal skills | 1 | 2 | 3 |

| Code | Sub-Unit | Content | Time in Hours | | |
|---|---|---|---|---|---|
| | | | Theory | Practice | Total |
| LS7.11 | Emerging Issues and Trends in Life Skills | - Emerging issues and trends in Life Skills <br> - Challenges posed by emerging issues and trends in Life Skills <br> - Cope with challenges posed by emerging issues and trends in Life Skills | 1 | 1 | 2 |
| **Total** | | | **13** | **27** | **40** |

## LS7.01 ETHICS AND VALUES

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

### Theory

**LS7.01T0 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

## Teaching and Learning Activities
a) Explaining meaning of terms
   The trainer should guide the trainee to:
   i) Explain the meaning of
      - Ethics
      - Values
      - Morals
      - Right
      - Good
      - Work Ethics
      - Professional ethics

b) Explaining importance of ethical practice in work
   The trainer should guide the trainee to:
   i) Explain meaning of ethical practices
   ii) Outline the importance of ethical practice in work

c) Explaining importance of observing values in work
   The trainer should guide the trainee to:
   i) Explain meaning of observing values
   ii) Highlight importance of observing values in work in respect to
      - Honesty
      - Integrity
      - Promise-keeping and trustworthiness. ...
      - Loyalty
      - Fairness
      - Concern for others
      - Respect for others
      - Law abiding
d) Highlight the danger of not practicing ethics and values

### Trainee Activities
The trainer should guide the trainee 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

### Suggested Teaching/Learning Activities
- Question and answer
- Discussions

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

*Suggested Evaluation Methods*
- Question and answer
- Continuous Assessment Tests

**LS702**        **PERSONAL HYGIENE**

**Competence**
The trainee should have the ability to practice personal hygiene.

**Theory**

**LS7.02T0**        **Specific Learning Outcomes**
By the end of the unit, the trainee should be able to:
a) Describe personal hygiene
b) Outline personal health care

**Teaching and Learning Activities**
a) Describing personal hygiene
   The trainer should guide the trainee to:
   i) Explain the meaning of
      - Personal hygiene
      - Good grooming
   ii) Outline the importance of personal hygiene
   iii) Highlight the various activities involved in personal hygiene to include:
      - Bathing
      - Shaving
      - Brushing of teeth
      - Use of deodorants
      - Hair upkeep
      - Care of the hands and nails
   iv) List personal effects used for ensuring personal hygiene
      - Tools
      - Equipment
      - Materials
b) Outlining personal health care
   The trainer should guide the trainee to:
   i) Explain meaning of personal health care
   ii) Outline the importance of personal health care
   iii) Explain the importance of health check up
      - Outline situations that may need a health check up
   iv) Explain the importance of a sick off
      - Explain the meaning of sick off
      - Highlight situations that may need a sick off

**Trainee Activities**
The trainer should guide the trainee to:
a) Practice personal hygiene
b) Practice good grooming

30

- Cleaning tools and materials
- Posters
- Charts
- Illustrations of the various body parts
- Video clips on various activities involved in personal hygiene
- Internet
- Magazines
- Text books

*Suggested Teaching and Learning Activities*
- Demonstrations on cleaning of the different parts of the body
- Discussion

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

## LS7.03 COMMUNICATION SKILLS

### Competence
The trainee should have the ability to communicate effectively

### Theory

**LS7.03T0** **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

**Teaching and Learning Activities**
a) Describing communication
The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Communication
      - Communication skills
      - Effective communication
   ii) Outline importance of effective communication
b) Outlining types of communication
The trainer should guide the trainer to
   i) Highlight types of communication in respect to
      - Verbal
      - Non-verbal
      - Formal
      - Informal
      - Grapevine
   ii) Highlight basic communication skills to include:
      - Reading
      - Writing
      - Speaking

- Listening
c) Identifying channels of communication
The trainer should guide the trainee to list channels of communication to include:
- Electronic
- Written
- Face to face
d) Highlighting barriers to effective communication
The trainer should guide the trainee to:
i) Explain the meaning of barriers to effective communication
ii) List different barriers to effective communication to include but not limited to:
- Use of difficult words
- Language
- Lack of attention, interest or distractions
- Hearing problems
- Perceptions and viewpoints that may be different
- Difficulties in speech
- Emotional barriers and taboos
- Cultural barriers
e) Explaining communication in social relations
The trainer should guide the trainee to:
i) Explain meaning of communication in social relations
ii) List the different social relations found in a household to include:
- Employer
- Family members
- Visitors
- Colleagues
- Neighbours
iii) Outline protocol to be followed when communicating with one another in the house
iv) Highlight communication etiquette as used in social relations
f) Highlighting influence of culture in communication
The trainer should guide the trainee to:
i) Explain meaning of culture
ii) Outline the influence of culture in communication in relations to:
- Cultural practices
- Cultural norms
- Cultural values

**Trainee Activities**
The trainer should guide the trainee to:
a) Use different communication skills in a given situation
b) Use different communication channels in given cases
c) Role play communication in different cultures
d) Role play message distortion in communication

*Suggested Teaching and Learning Resources*
- Video clips on communication
- Posters
- Charts
- Resource persons
- Internet
- Magazines
- Text books
- Phones

*Suggested Teaching and Learning Activities*
- Demonstration on communication in diverse cultures

- Discussion
- Experience sharing
- Role play "broken telephone" in message distortion
- Listening
- Reading
- Writing
- Speaking
- Role play non-verbal communication

*Suggested Assessment Methods*
- Observation
- Written tests
- Reading
- Practical assignments
- Group work presentations

**LS7.04**      **HEALTH AND SAFETY IN THE WORKPLACE**

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

**Theory**

**LS7.04T0**      **Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a) Explain the importance of safety and health
b) Describe types of safety and health hazards in a home
c) Outline safety measures to be observed in the home

**Teaching and Learning Activities**
a) Explaining the importance of health and safety
   The trainer should guide the trainee to:
   i) Explain meaning of terms
      - Safety
      - Health
   ii) Highlight the importance of safety and health in work place to include:
      - Ensure safe work environment
      - High productivity
      - Reduction of operations costs and disruption
      - Adhering to legal requirements
      - Avoid accidents
b) Describing types of safety and health hazards in a home
   The trainer should guide the trainee to:
   i) Explain meaning of the terms
      - Hazard
      - Health hazard
   ii) List possible causes of safety and health hazards in a home to include:
      - Chemicals
      - Electrical faults
      - Floors and stair cases
      - Tools, equipment and materials
      - Flammable materials
      - Fuels
      - Medicines and drugs
      - Fire
   iii) Highlight personal safety

33

- Outline the importance of personal safety
- Outline precautions to observe to ensure personal safety

iv) Highlight safety of others
- Outline the importance of ensuring safety for others
- Outline precautions to observe to ensure safety of others
- Outline the role of family role in ensuring safety

v) Outline ways of putting out fires in the home to include:
- Causes
- Tools, equipment and materials
- Improvised fire fighting tools, equipment and materials
- Methods of putting out fire
- Do and don'ts when fire erupts

c) Outlining safety measures to be observed in the home
The trainer should guide the trainee to:
i) Highlight safety measures to be observed in the home in respect to:
- Room layout
- Ventilation
- Maintenance
- Exits
- Use of tools, equipment and materials
- Storage of flammable materials
- Safety signage
- Lighting
- Handling of fires

iii) Highlight safety consciousness in the workplace in relation to
- Meaning
- Importance
- Promotion of safety consciousness

**Trainee Activities**
The trainer should guide the trainee to:
i) Identify possible safety and health hazards in the home
ii) Apply safety measures for self and others
iii) Safely use tools, equipment and materials a given situation
iv) Put out fire using a given fire extinguisher

*Suggested Teaching and Learning Resources*

- Fire extinguishers
- Fire fighting tools, equipment and materials
- Resource persons
- Posters
- Charts
- Video clips on fire fighting drills
- Internet
- Magazines
- Fire manual

*Suggested Teaching and Learning Activities*
- Demonstrate putting out fire using tools, equipment and materials
- Discussion
- Experiential sharing

*Suggested Assessment Methods*
- Observation
- Assignments
- Oral presentation

**LS7.05        FIRST AID**

**LS7.05C        Competence**
The trainee should have the ability to administer first aid

**Theory**

**LS7.05T0        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

**Teaching and Learning Activities**
a)  Explaining the meaning of first aid
    The trainer should guide the trainee to:
    i)     Define first aid
    ii)    State the importance of first aid
b)  Explaining uses of first aid supplies
    The trainer should guide the trainee to:
    i)    List the contents of a first aid kit
        -   Safety pins
        -   Plasters in a variety of different sizes and shapes
        -   Small, medium and large sterile gauze pads/dressings
        -   Tweezers at least two sterile eye dressings
        -   Disposable sterile gloves
        -   Bandages (triangular, adhesive bandages in several sizes, elastic bandage, crêpe rolled bandages)
        -   First-aid manual
        -   Adhesive tape
        -   A splint
        -   Antiseptic wipes
        -   Soap
    ii)  Outline ways of improvising first aid items
c)  Describing first aid procedures
    The trainer should guide the trainee to:
    i)    Highlight causes of common accidents in the home to include
        -   First aid procedures
        -   Preventive measures

**Trainee Activities**
The trainer should guide the trainee to:
i)   Identify contents of a first aid kit
ii)  Improvise first aid supplies where possible
iii) Prevent a given common accident at home
iv)  Perform first aid

*Suggested Teaching and Learning Resources*
-   First aid kit
-   Posters
-   Charts on first aid
-   Assorted equipment and materials for improvisation
-   Signage
-   Video clips
-   Resource person

- Demonstration on first aid procedures
- Carry out a mock first aid treatment
- Discussion

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

**LS7.06**  **SECURITY WITHIN THE HOME SETTING**

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

**Theory**

**LS7.06T0**  **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

**Teaching and Learning Activities**
a) Discussing importance of security in the home
   The trainer should guide the trainee to:
   i) Explain the meaning of:
      - Security
      - Security in the home
      - Security consciousness
   ii) State the importance of security in the home

b) Outlining security threats
   The trainer should guide the trainee to:
   i) Explain the meaning of security threat
   ii) Describe security threats in homes which include
      - Terrorism
      - Kidnapping
      - Burglary
      - Mugging
      - Extortion
      - Human trafficking
c) Identifying types of security devices in a home
   The trainer should guide the trainee to:
   i) explain the meaning of security device
   ii) Outline security devices used in the home to include:
      - Closed Circuit Television
      - Screening devices
      - Locks
      - Electric installations
      - Alarms
      - Biometric devices
      - Whistles
d) Highlighting security concerns in handling visitors in a home

The trainer should guide the trainee to:
i)   Screen visitors coming to the home
ii)  Identify fraudsters
e)  Explaining mobile phone security threats
    The trainer should guide the trainee to:
i)   Explain meaning of mobile phone threats
ii)  Outline types of mobile phone threats to include
     -   Threatening calls and short message services
     -   Deceiving calls and short message services
     -   Mobile phone frauds
     -   Mobile phone money transfer frauds
iii) Explain how to deal with mobile phone security threats
iv)  Highlight emerging issues and trends in security

**Trainee Activities**
The trainer should guide the trainee to:
i)   Role play screening persons coming to a home
ii)  Use security a given device in a home
iii) Role play procedure of handling visitors in a home

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

*Suggested Teaching and Learning Activities*
-   Demonstration use security gadget
-   Role play screening of a visitor
-   Discussion
-   Experiential  sharing

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

## LS7.07  EMPLOYMENT OPPORTUNITY IN HOMECARE

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

**Theory**

**LS7.07T0  Specific Learning Outcomes**
By the end of the sub-unit, the trainee should be able to:
a)  Describe work
b)  Explain employment opportunities in homecare
c)  Highlight 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)  Identify emerging issues and trends in employment opportunities in homecare

**Teaching and Learning Activities**
a) Describing work
   The trainer should guide the trainee to:
   i)   Explain meaning of terms
        -   Work
        -   Work ethics
        -   Attitude towards work
   ii)  Explain importance of work
   iii) Explain work attitude
        -   Positive work attitude
        -   Improving work attitude
   iv)  Outline the importance of time management
        -   Goal Setting
        -   Planning/Schedule
        -   Prioritisation
        -   Self-motivation
        -   Focus
        -   Decision making
b) Explaining employment opportunities available in homecare
   The trainer should guide the trainee to:
   i)   Outline the importance of homecare training
   ii)  Outline available employment opportunities in homecare
c) Highlighting migrant worker recruitment
   The trainer should guide the trainee to:
   i)   Identify recruitment agencies to include
        -   Government agency
        -   Private agencies
   ii)  Outline the role of recruitment agencies in labour migration  to include
        -   Government agency
            •   Employment opportunities
            •   Skills in demand
            •   Bilateral arrangements
        -   Private agencies
            •   Soliciting for vacancies
            •   Adverts
            •   Job offer
            •   Interviews
            •   Visa processing
            •   Medical examination
            •   Contracts preparation
            •   Engagement
        -   Profile of recruitment agency
        -   Duties and obligations of the recruitment agency
d) Listing methods of searching for employment
   The trainer should guide the trainee to guide the trainees on the different ways of searching for employment, such as:
        -   Public employment services
        -   Private employment agencies
        -   Referrals
        -   Print and electronic media
        -   Social media
        -   Internet
        -   Walk-in
e) Writing curriculum vitae

The trainer should guide the trainee to:
  i) Explain meaning of curriculum vitae
  ii) Outline importance of a curriculum vitae
  iii) Outline the contents of a curriculum vitae
  iv) Use appropriate format for a curriculum vitae
f) Writing cover letter
  The trainer should guide the trainee to:
  i) Explain meaning of cover letter
  ii) Outline importance of a cover letter
  iii) Outline the contents of a cover letter
  iv) Use appropriate format for a cover letter
g) Writing an application letter
  The trainer should guide the trainee to:
  i) Explain meaning of an application letter
  ii) Outline importance of an application letter
  iii) Outline the contents of an application letter
  iv) Use appropriate format for an application letter
h) Preparing for an interview
  The trainer should guide the trainee to:
  i) Adequately prepare for an interview with respect to:
     - Dress code and grooming
     - Time keeping
     - Communication
     - Directions to venue
     - Mastering the curriculum vitae
     - Information about employer
     - Preparation of document
  ii) Highlight interview process
     - Presentation of self
     - Presentation of documents
     - Do's and don'ts during the interview
i) Identifying emerging issues and trends in employment opportunities in homecare
  The trainer should organise the trainees to brainstorm in groups to identify emerging issues and trends in employment opportunities in homecare

**Trainee Activity**

The trainer should guide the trainee to:
a) Write a curriculum vitae
b) Write a cover letter
c) Write an application letter
d) Prepare for an interview
e) Write a time management schedule

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

*Suggested Teaching and Learning Activities*
  - Demonstration
  - Role play an interview
  - Discussion

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

**LS7.08       EMPLOYER – EMPLOYEE RELATIONS**

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

**Theory**

**LS7.08T0       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

**Teaching and Learning Activities**
a) Explaining the meaning of terms to include;
   The trainer should guide the trainee to explain meaning of the following terms
   - Employment contract
   - Obligations in employment
   - Rights in employment
   - Terms and conditions

b) Highlighting provisions in law that govern the employment relations at the workplace
   The trainer should guide the trainee to:
   i) State provisions in law that govern the employment relations at the workplace in respect to
      - Kenya laws
      - Labour laws of destination country
   ii) Outline importance of adhering to employment laws in respect to
      - Importance of employment laws
      - Compliance with relevant laws
      - Consequences of breaking laws
      - Legal protection
c) Explaining an employment contract
   The trainer should guide the trainee to:
   i) Name types employment contracts
   ii) Explain the importance of an employment contract to an employee
   iii) Outline the terms and conditions of employment in an employment contract
      - Working hours
      - Wages/ salary
      - Leave days
      - Sick off
      - Accommodation
      - Health care
      - Rest days
      - Transport
      - Allowances and benefits
      - Renewal
      - Termination
d) Outlining rights and obligations in employment
   The trainer should guide the trainee to highlight the rights and obligations of employment to include but not limited to:
   - Rights of employee
   - Rights of employer
   - Obligations of employer
   - Obligations of employees

- Disciplinary procedures
- Statutory deductions
- Terminations of contract

**Trainee Activities**
Using a sample employment contract, the trainer should guide the trainee to identify and interpret terms and conditions of employment

*Suggested Teaching and Learning Resources*
- Employment Act, 2007
- Labour Relations Act, 2007
- Occupational Safety and Health Act, 2007
- Labour Institutions Act, 2007
- Work Injuries Benefits Act, 2007
- Other relevant Acts
- Resource person
- Relevant books
- Internet

*Suggested Teaching and Learning Activities*
- Discussion
- Experiential sharing

*Suggested Assessment Methods*
- Written tests
- Oral tests

**LS7.09      PERSONAL FINANCIAL MANAGEMENT**

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

**Theory**
**LS7.09T0      Specific Learning Outcomes**
By the end of this 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

**Teaching and Learning Activities**
a) Explaining importance of personal financial management
   The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Money
      - Finances
      - Financial management
   ii) Explain importance of personal financial management
b) Highlighting personal budgeting
   The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Budget
      - Personal budgeting
   ii) Explain importance of personal budgeting
   iii) Highlight steps in personal budgeting to include
      - Personal financial goals

41

- Income
- Saving
- Estimated expenses
- Identify priority expenses
- Unforeseen expenditures
- Monitor expenses

c) Outlining types of financial institutions

The trainer should guide the trainee to:

i) Identify types of financial institutions
- Banks
- Savings and Credit Cooperative Societies
- Micro finance institutions
- Mobile bank
- Other trends

ii) Other trends to include
- Table banking
- Merry go round
- Shylock

iii) Outline importance of financial institutions

iv) Outline factors to consider in choosing a financial institution

d) Outlining types of investments

The trainer should guide the trainee to outline types of investments which may include
- Land and property
- Business
- Shares
- Treasury bills and bonds
- Insurance products
- Fixed deposits
- Saving accounts

**Trainee Activities**

The trainer should guide the trainee to write a personal budget

*Suggested Teaching and Learning Resources*
- Resource person
- Textbooks
- Sample budget

*Suggested Teaching and Learning Activities*
- Case study
- Experiential sharing
- Visit to a financial institution
- Write a personal budget

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

## LS7.10    PERSONAL DEVELOPMENT

**Competence**

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

**Theory**

**LS7.10T0      Specific Learning Outcomes**

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

a) Describe self- awareness
b) Describe interpersonal skills

**Teaching and Learning Activities**

a) Describing self-awareness
    The trainer should guide the trainee to:
    i)  Explain the meaning of the terms
        - Self-esteem
        - Assertiveness
        - Emotions
        - Stress management
        - Self-awareness
    ii) Outlining importance of self-awareness
b) Describing interpersonal skills
    The trainer should guide the trainee to highlight interpersonal skills to include
        - Negotiation skills
        - Empathy
        - Conflict resolution
        - Effective decision making
        - Problem solving

**Trainee Activities**

The trainer should guide the trainee to:

a) Use tools for self-assessment
b) Use tools for assessing emotions
c) Role play low esteem
d) Write a personal development plan

*Suggested Teaching and Learning Resources*
- Tools for self-assessment
- Tools for assessing emotions
- Posters
- Charts
- Resource person
- Textbooks

*Suggested Teaching and Learning Activities*
- Experience sharing
- Demonstration
- Discussion
- Role play

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

**LS7.11      EMERGING ISSUES AND TRENDS IN LIFE SKILLS**

**Competence**

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

**Theory**

**LS7.11T0**     **Specific Learning Outcomes**
By the end of this 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

### Trainee Activity
The trainer should guide the trainee to identify challenges posed by emerging issues and trends

### 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

**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<br>- Family involvement and support | 1 | 1 | 2 |
| PDT8.02 | Travel Document Processing | - Types of travel documents<br>- Importance of travel documents | 2 | 4 | 6 |

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

| Code | Sub-Unit | Content | Time in Hours | | |
|---|---|---|---|---|---|
| | | | Theory | Practice | Total |
| | Travelling | - Challenges posed by emerging issues and trends in travelling<br>- Cope with challenges posed by emerging issues and trends in travelling | | | |
| **Total** | | | **12** | **28** | **40** |

**PDT8.00     INTRODUCTION TO PRE-DEPARTURE TRAINING**

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

**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 before departure

**Content**
**Teaching and Learning Activities**
a)  Explaining the importance of pre-departure training
    The trainer should guide the trainee to:
    i)  Explain the meaning of the terms
        -  Pre-departure
        -  Migrant worker
        -  Foreign employment
    ii) Highlight importance of pre-departure training
        -  Provide the information of the destination country
        -  Prepare the trainee to cope with the new environment
        -  Familiarize the trainee with what is expected of them before departure
        -  Familiarize the trainee with the obligations of the employers
        -  Acquaint the trainee  with the obligations of the government of Kenya

b)  Outlining the importance of family support before departure
    The trainer should guide the trainee to:
    i)  Highlight importance of family support before departure
        -  Briefing spouses
        -  Members of family
        -  Children
    ii) Highlight importance of next of kin
        -  Identify next kin
        -  Details of the next kin
        -  Importance
    iii) Explain the need of communication with the next of kin and others with respect to
        -  Modes of communication
        -  Methods of communication
        -  Frequency of communication
    iv) Explain the reasons for counselling to include
        -  Types of counselling
        -  Where to seek counselling
        -  Who needs counselling in respect to migrant worker and family members
        -  When to seek counselling to include before departure and on return
                **Trainee Activities**
                The trainer should organise the trainees into groups and guide them to:
                a)  Brainstorm on their expectations
                b)  Identify information required before departure
                c)  Identify and use channels of communication to include
                    -  WhatsApp
                    -  Email
                    -  Facebook
                    -  Toll free telephone numbers

- Mobile phone
d) Identify forms of family support required before and after departure

*Suggested Teaching and Learning Resources*
- Newspaper
- Guest speakers
- Video
- Internet
- Journals
- Magazines
- Text books

*Suggested Teaching and Learning Activities*
- Discussion
- Note taking
- Experience sharing
- Case studies
- Demonstration
- Role play

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

## PDT8.02 TRAVEL DOCUMENTS 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

**Teaching and Learning Activities**
a) Explaining the importance of travel documents
   The trainer should guide the trainee to:
   i) Explain the meaning of travel documents
   ii) List travel documents
       - Passport
       - Visa
       - Employment contract
       - Air ticket
       - Vaccination certificate
       - Medical certificate
       - Insurance
b) Explaining importance of travel documents
   The trainer should guide the trainee to explain the importance of travel documents

c) Describing features of a passport

The trainer should guide the trainee to describe features of a passport
- Types of passports
- Country
- Security features
- Expiry date
- Name of bearer
- Pages

d) Explaining the importance of medical examination

The trainer should guide the trainee to explain the importance of medical examination
- Types
- Process
- Validity
- Cost

e) Describing a visa

The trainer should guide the trainee to describe a visa to include
i) Types
ii) Sources
- Government agencies
- Employment agencies
iii) Conditions
iv) Application process
v) Cost

f) Describing the features of an air ticket

The trainer should guide the trainee to describe the features of an air ticket to include
- Importance
- Types
- Validity
- Cost
- Classes

**Trainee Activities**

The trainer should guide the trainee to:
a) Identify the features of a passport with respect to:
- Security features
- Expiry dates
- Bio data information
- Pages
b) Identify the validity of medical certificate
c) Identifying features of a valid visa with respect to:
- Type
- Destination
- Date
d) Identifying features of an air ticket with respect to:
- Types
- Validity
- Classes

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

**PDT8.03       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**
**Teaching and Learning Activities**
a) Identifying the geographical location of a destination country
   The trainer should guide the trainee to:
   i) Explain importance of
      - World map
      - Google maps
      - Time zone
b) Describing climatic conditions in destination country
      - Weather patterns
      - Seasons
c) Describing religion of destination country to include:
      - Worship centres
      - Days of worship
      - Religious attire
      - Religious beliefs
      - Religious holidays
      - Restrictions
      - Holy books
d) Explaining cultural profile of destination country to include:
      - Language
      - Mode of dressing
      - Gender disparities
      - Food
      - Values
      - Sports
      - Public holidays
      - National anthem

51

- Offences and penalties
- Accommodation

e) Highlight the food and beverage of the destination country to include:
- Types of food and beverage
- Prohibited food and beverage

f) Outlining the modes of transport in destination country to include:
- Types of transport
- Mode of payment
- Required documents
- Traffic rules

g) Describing the currency of destination country
- Name
- Denominations
- Regulations
- Exchange rate
- Conversion
- Where to exchange currency
- Precautions

**Trainee Activities**

The trainer should organise the trainees into groups and guide to:

a) Locate destination country using
- World map
- Google maps

b) Use climatic maps to identify climatic conditions in destination country with respect to
- Weather patterns
- Seasons

c) Convert currency
- Converting currency using official exchange rate
- Calculating exchange amount online

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

*Suggested Teaching and Learning Activities*
- Demonstration
- Discussion
- Note taking
- Practical exercises on conversion of currency
- Experience sharing

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

**PDT8.4.0    TRAVEL PROCESS**

**Competence**
The trainee should have the ability to cope with travel challenges

**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

**Teaching and Learning Activities**
a)    Explaining importance of travel preparation
The trainer should guide the trainee to outline importance of the items listed below with respect to travel preparation
-    Checklist
-    Travel documents confirmation
-    Restricted items
-    Baggage allowance
-    Travel bags and packing of travel items
-    Travel attire
-    Travel schedule
b)    Describing international travel procedures at the airports
-    Arrival time at the airport of departure
-    Procedures during departure at the airport of departure
-    Procedures on arrival at the airport of destination or connection
-    Contacts during travel
-    Time zones
c)    Explain safekeeping of documents
-    Importance of ensuring safety of documents before and during travelling
-    Types of documents for safe keeping
-    Copies of documents
d)    Explain etiquette in the plane
-    Category of travel
-    Layout of plane
-    Meals and refreshments
-    Relations with crew
-    Baggage storage
-    Mannerisms
-    Lavatory facility
-    Do and dont's during fright take off, flying and landing
e)    Explaining transit process at the airport
-    Procedures of connecting flights
-    Signage
-    Time zone switching
-    Airport in and out routes
-    Help desks

f) Outlining arrival and reception services at destination country
  - Contact person identification and confirmation
  - Taxi services
  - Accommodation
g) Highlight travel challenges encountered to include
  - Flight delays
  - Travel sickness
  - Jet lag
  - Language barrier
  - Loss and damage of items

**Trainee Activities**

The trainer should organise the trainees into groups and guide them to:
a) Prepare for travel
  - Travel documents confirmation
  - Restricted items
  - Checklist
  - Packing
  - Travel attire
  - Travel schedule

b) Identifying ways of safe custody of documents
  - Placing them in secure document wallet
c) Demonstrating etiquette in the plane

*Suggested Teaching and Learning Resources*
  - Posters
  - Charts
  - Video clip
  - Internet
  - Text books
  - Magazines

*Suggested Teaching and Learning Activities*
  - Demonstration on packing
  - Discussion
  - Note taking
  - Role playing
  - Experiential sharing

*Suggested Assessment Methods*
  - Observation
  - Written tests
  - Oral presentation
  - Practical tests

## 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 time management

**Teaching and Learning Activities**

a) Outlining the importance of work
   The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Work
      - Ethics
      - Work ethics
      - Labour
   ii) Highlight importance of work
   iii) Explain importance of observing work ethics

b) Describing work ethical norms to include
   The trainer should guide the trainee to highlight ethical norms in respect to
      - Dedication
      - Values
      - Hard work
      - Integrity
      - Team work
      - Cooperation
      - Time management
c) Explaining time management
   The trainer should guide the trainee to
   i) Highlight important of time management
   ii) Outline preparation of a work schedule

**Trainee Activity**
The trainer should guide the trainee to prepare work schedule for a given duration

*Suggested Teaching and Learning Resources*
- Sample work schedule
- Posters
- Charts
- Duty roster
- Case scenarios

*Suggested Teaching and Learning Activities*
- Preparing work schedules
- Demonstration
- Discussion
- Note taking
- Experiential sharing

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

**PDT8.06        GOVERNMENT AND RECRUITMENT AGENCIES 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

**Teaching and Learning Activities**
a)    Explaining role of recruitment agencies in labour migration
      The trainer should guide the trainee to:
      i)    Identify recruitment agencies in labour migration  to include
            - Government agency
            - Private agencies
      ii)   Outline the role of recruitment agencies in labour migration  with respect to duties and obligations
b)    Discussing complaints and dispute resolution
      The trainer should guide the trainee to:
      i)    Highlight complaint reporting  to include
            - Employment agency
            - Labour/employment office
      ii)   Outline dispute reporting to include
            - Labour office of the destination country
            - Labour office of the mother country
            - Labour attaché in the host country
            - Kenya Embassy/Mission and Consulate
      iii)  Explain dispute resolution to include
            - Investigations
            - Resolution mechanism
            - Remedial action

**Trainee Activity**
The trainer should group the trainee to role play complaints reporting and dispute resolutions

*Suggested Teaching and Learning Resources*
- Posters
- Charts
- Labour laws
- 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 utilize migrants 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

**Teaching and Learning Activities**
a)    Outlining support service providers available abroad
   The trainer should guide the trainee to:
   i)    Explain meaning of terms
      -    Services
      -    Consular
      -    Labour attaché
      -    Repatriations
   ii)    Identify service providers for migrant workers abroad
      -    Embassy, Missions and Consulates
      -    Labour attaché office
      -    Diaspora associations
b)    Explaining role of consular offices to migrant workers
   The trainer should guide the trainee to explain the role of consular offices to migrant workers to include
   i)    Physical location
   ii)    Services provided
      -    Issuance of travel documents
      -    Provision of information
      -    Repatriation
      -    Address complaints, disputes and resolutions
      -    Legal advice
c)    Highlighting the role of labour attaches offices to include
   The trainer should guide the trainee to explain the role of labour attaches offices to include
   i)    Physical location
   ii)    Services provided
      -    Issuance of travel documents
      -    Repatriation
      -    Address complaints, disputes and resolutions
      -    Legal services
      -    Sourcing for jobs
      -    Provision of labour market information
d)    Explaining importance of diaspora associations
   The trainer should guide the trainee to explain importance of diaspora associations to include
   i)    Location
   ii)    Services
      -    Networking
      -    Support
      -    Assistance
e)    Outline types of remittances

The trainer should guide the trainee to:
i)   Name types of remittances
ii)  Outline avenues of remittances to include
  -   Money transfer channels
  -   Banks

**Trainee Activity**
The trainer should organise trainees into groups to brainstorm on a given case to identify where migrant workers may seek given services.

*Suggested Teaching and Learning Resources*
-   List of diaspora associations
-   Internet
-   Magazines
-   Resource person

*Suggested Teaching and Learning Activities*
-   Discussion
-   Note taking
-   Brainstorming
-   Experiential sharing

*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

**Teaching and Learning Activities**
a)   Explaining re-integration
   The trainer should guide the trainee to:
   i)   Explain the meaning of return and re-integration
   ii)  Highlight importance  of re- integration
b)   Explaining planning for return
   The trainer should guide the trainee to:
   i)   Explain planning for return in respect to:
      -   Contract duration
      -   Financial planning
      -   Arrival and reception
      -   Return travel preparation
      -   Recommendation letters
      -   Livelihood engagement

- Family preparedness
ii) Highlight challenges of re-integration to include
    - Counselling services
    - Coping mechanisms

**Trainee Activities**

The trainer should guide the trainee to:
a) Develop a return plan
b) Brainstorm to identify available counselling services to assist in coping with challenges one may face on return

*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 IN TRAVELLING**

**Competence**

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

**Theory**

**PDT8.09T0    Specific Learning Outcomes**

By the end of this 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

**Trainee Activities**

The trainer should guide the trainee to:
a) Identify challenges posed by emerging issues and trends in travelling
b) Suggest ways of coping with emerging issues and trends in travelling

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

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

Suggested *Assessment Methods*
- Written tests
- 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<br>- Roles of a childcare giver<br>- Qualities of a child care giver | 1 | 1 | 2 |
| CC9.02 | Preparation for Arrival of the Baby | - Preparation for the arrival of the baby<br>- Items required for baby arrival<br>- Delivery process<br>- Preparation  of baby's days schedule | 2 | 2 | 4 |
| CC9.03 | Child Development | - Meaning of milestones in child development<br>- Milestones in child development<br>- Importance of growth monitoring card<br>- Child habit training | 1 | 3 | 4 |

| Code | Sub-Unit | Content | Time in Hours | | |
|---|---|---|---|---|---|
| | | | **Theory** | **Practice** | **Total** |
| | | - Challenges in child development | | | |
| CC9.04 | Child Health | - Pre and postnatal care<br>- Importance of child immunization<br>- Signs and symptoms of a sick child<br>- Administration of prescribed medicine<br>- Challenges of ensuring child health | 2 | 6 | 8 |
| CC9.05 | Bathing and Dressing Child | - Procedure of bathing and dressing a baby<br>- Training a child on taking a bath and dressing<br>- Challenges of bathing and dressing a baby/child | 2 | 6 | 8 |
| CC9.06 | Feeding a Child | - Methods of feeding a baby/child<br>- Factors to consider when feeding a baby<br>- Methods of cooking for a baby<br>- Challenges of feeding children | 2 | 10 | 12 |
| CC9.07 | Toilet Training | - Importance of toilet training<br>- Factors to consider when toilet training<br>- Challenges in toilet training | 2 | 4 | 6 |
| CC9.08 | Stimulation and Play | - Stimulation and play<br>- Factors to consider in stimulation and play<br>- Play activities for children<br>- Play items for children<br>- Challenges in child play | 2 | 12 | 14 |
| CC9.09 | Child Supervision | - Importance of child supervision<br>- Factors to consider in child supervision<br>- Challenges in child supervision | 2 | 4 | 6 |
| CC9.010 | Care For Children With Special Needs | - Importance of knowledge on children with special needs<br>- Types of special needs children<br>- Care of a child with special needs<br>- Effects of special needs on the child and family<br>- Challenges in caring for child with special needs | 2 | 8 | 10 |

| Code | Sub-Unit | Content | Time in Hours | | |
|------|----------|---------|--------|----------|-------|
| | | | **Theory** | **Practice** | **Total** |
| CC9.011 | Child Rights | - Importance of child rights<br>- Rights of a child<br>- Ways to safeguard rights of a child<br>- Challenges of ensuring protection of child rights | 2 | 2 | 4 |
| CC9.012 | Emerging Issues and Trends in Childcare | - Emerging issues and trends in childcare<br>- Challenges posed by emerging issues and trends in childcare<br>- Cope with challenges posed by emerging issues and trends in childcare | 1 | 1 | 2 |
| **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 roles of a childcare giver
c) outline qualities of a childcare giver

### Content
**Teaching and Learning Activities**
a) Explaining importance of childcare
   The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Child
      - Childcare
      - Care giver
   ii) Outline the importance of childcare
   iii) List factors to consider when engaging a child care giver
b) Explaining roles of a childcare giver
   The trainer should guide the trainee to outline the roles of a child care giver in respect to
      - Meal preparation
      - Feeding
      - Bathing and dressing a baby
      - Putting baby to sleep
      - Playing
      - Companionship
      - Nursing
c) Outlining qualities of a childcare giver
   The trainer should guide the trainee to outline the qualities of a child care giver in respect to ensuring proper child care

### Trainee Activities
The trainer should guide the trainee to:
a) Carry out a given role of a child care giver
b) Role play the qualities of a child care 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

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

### CC9.02        PREPARATION FOR ARRIVAL OF A 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**

**Teaching and Learning Activities**

a) Describing importance of preparing for the arrival of the baby

The trainer should guide the trainee to outline importance of preparing for the arrival of the baby in respect to:
- Mother's preparedness
- Family preparedness
- Baby's room
- Shopping
- Challenges in preparation for a baby's arrival

b) Identifying items required for baby arrival

The trainer should guide the trainee to:
i) Highlight the items required for the baby's arrival to include:
- Baby's items

- Mothers items
- Packing

c) Explaining the deliver process

The trainer should guide the trainee to:
i) Recognise signs of labour in respect to
- Pain
- Contractions at regular intervals
- Dilation of cervix
- Breaking of the amniotic fluid
ii) Outlining the delivery process

The trainer should guide the trainee to outline delivery process to include
- The six stages of labour
- Hospital delivery
iii) Outline the basic requirements for home delivery to include
- A clean sterile razor blade
- Sterile clean thread for tying the cord
- Sanitary towels or home-made pads for the mother
- Plastic material or Mackintosh for protecting the beddings during delivery
- Clean clothes for mid-wife and her helper to change

- Plenty of boiled water
  Some antiseptic for use in cleaning the hands
  iv) Home coming preparations
d) Explaining preparation of baby's days schedule
  The trainer should guide the trainee to:
  i) Explain the baby's day schedule to include;
    - Importance of the schedule
    - Factors to consider in preparation of the schedule
    - Implementation of the schedule
e) Discussing challenges of preparing for a baby arrival
  The trainer should guide the trainee to:
  i) Brainstorm and identify challenges of preparing for baby's arrival

**Trainee Activities**

The trainer should guide the trainee to:
a) Prepare items required for baby's arrival
b) Pack items ready for hospital delivery
c) Prepare baby's days schedule
d) Visit hospital

*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     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

**Teaching and Learning Activities**

a) Explaining importance of milestones in child development

    The trainer should guide the trainee to define terms such as:

    i) Meaning of terms
- Child development
- Milestones

    ii) Importance

b) Outlining milestones in child development

    The trainer should guide the trainee to outline the milestones in child development to include
- Neck control
- Sitting
- Crawling
- Teething
- Standing
- Talking
- Walking

c) Explaining importance of growth monitoring card

    The trainer should guide the trainee to explain the importance of growth monitoring card in respect to

    i) meaning

    ii) Importance

    iii) Contents

    iv) Plotting

d) Explain child habit training

    The trainer should guide the trainee to:

    i) explain the meaning of terms
- Habit
- Habit training

    ii) Outline the importance of child habit training in respect to
- Etiquette
- Communication
- Feeding
- Self-control
- Relating with others

e) The trainer should guide the trainee to identify challenges in child development

**Trainee Activities**

The trainer should guide the trainee to:

a) Interpret growth monitoring card

b) Role play child habit training

*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

*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**
**Teaching and Learning Activities**
a)   Explaining pre and postnatal care
   The trainer should guide the trainee to:
   i)   Explain the meaning of terms
      -   Pre-natal care
      -   Post-natal care
   ii)   Explain importance of pre-natal care to include:
      -   Monitor proper foetal development
      -   Monitor mothers health
      -   Proper nutrition and supplements for the mother
   iii)   Explain importance of post-natal care to include:
b)   Explaining importance of child immunization
   The trainer should guide the trainee to:
   i)   Explain the meaning of the terms
      -   Immunization
      -   Immunization schedule
   ii)   Outline importance of child immunization
   iii)   Outline child immunisation schedule to include:
      -   Polio
      -   Hepatitis B
      -   Diphtheria
      -   Tetanus
      -   Tuberculosis
      -   Measles
      -   Rotavirus
      -   Yellow fever
      -   Vitamin A
c)   The trainer should guide the trainee to identify signs and symptoms of a sick child
d)   Explaining administration of prescribed medicine
   The trainer should guide the trainee to:

i)   Explain meaning of prescription medicine
ii)  Explain importance of administering medicine as prescribed
iii) Interpreting prescriptions as per description on the packages
iv)  Administer medicine as prescribed
e) The trainer should guide the trainee to  outline the challenges of ensuring child health

**Trainee Activities**
The trainer should guide the trainee to:
a) Read immunization schedule
b) Identify symptoms of a sick child
c) Administer prescribed medicine

*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      BATHING AND DRESSING A BABY

**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

**Teaching and Learning Activities**
a) Describing  procedure of bathing and dressing a baby
   The trainer should guide the trainee to:
   i)   Highlight the importance of bathing a baby
   ii)  List items required for bathing a baby
   iii) Outline the procedure of bathing a baby in terms of:

- 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

b) Outline training a child on taking a bath and dressing
   The trainer should guide the trainee to:
   i) Highlight the training of a child to take a bath with respect to
      - Importance
      - Preparation
      - Procedure
   ii) Train a child to dress with respect to
      - Importance
      - Preparation
      - Procedure

c) The trainer should guide the trainee to identifying the challenges of bathing and dressing a baby

**Trainee Activities**
The trainer should guide the trainee to:
a) Select items required for bathing a baby
b) Prepare a bath for a baby
c) Demonstrate bathing and dressing a baby
d) Role playing training a child to take a bath and dress

*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 BABY

**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
d) discuss challenges of feeding children

**Teaching and Learning Activities**
a) Explaining methods of feeding a baby/child
   The trainer should guide the trainee to:
   i)   Outline the importance of feeding a baby
   ii)  Outline feeding a baby according to age with respect to:
        -   Exclusive breastfeeding
        -   Supplementary feeding
        -   Complementary feeding
   iii) List type of foods appropriate for a baby
   iv)  List tools and equipment used for feeding a baby
   v)   Outline baby feeding techniques
b) Explaining factors to consider when feeding a baby
   The trainer should guide the trainee to explain factors to consider when a feeding a baby to include
        -   Age
        -   Resources available
        -   Tools, equipment and materials
        -   Knowledge of the caregiver
        -   Child health status
        -   Family activities
        -   Work schedule of the caregiver
c) Describing methods of cooking for a baby
   The trainer should guide the trainee to:
   i)   Identify available food items for a baby
   ii)  List tools, equipment and materials for preparing and cooking baby food
   iii) Outline methods of cooking baby/child food
        -   Boil
        -   Fry
        -   Steaming
        -   Stewing
        -   Roasting
   iv)  Outline food textures for feeding a baby/child
        -   Mashing
        -   Puree
        -   Blending
d) Outline the challenges of feeding children

**Trainee Activities**
The trainer should guide the trainee to:
a) Select food items for preparing a baby's meal
b) Prepare a meal for complementary feeding
c) Cook a meal for a baby or child using different methods
d) Feed a baby
e) Handle 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

**Teaching and Learning Activities**
a) Explaining importance of toilet training
   The trainer should guide the trainee to:
   i)    Explain meaning of toilet training to include potty training
   ii)   Explain importance of training a child to use the toilet

b) The trainer should guide the trainee to explain the factors to consider when toilet training to include:
   - Age
   - Gender
   - Environment
   - Types of toilets/potty facilities
   - Child with special needs
c) The trainer should guide the trainee to handle challenges in toilet training

### Trainee activities
The trainer should guide the trainee to use video clips to demonstrate how to toilet train

*Suggested Teaching and Learning Resources*
- Posters
- Charts
- Textbooks
- Internet
- Tools, equipment and materials
- Potty
- Toilet
- Magazines and journals

71

*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

**Teaching and Learning Activities**
a)  Explaining importance of stimulation and play
    The trainer should guide the trainee to:
    i)   Explain the meaning of terms
        -   Stimulation
        -   Play
    ii)  Explain importance of stimulating a baby to play
b)  The trainer should guide the trainee to explain factors to consider in stimulation and play to include;
    -   Age
    -   Resources available
    -   Health status
    -   Knowledge of care giver
    -   Time
    -   Weather
c)  The trainer should guide the trainee to outline play activities for children such as
    -   Games
    -   Songs
    -   Reading
    -   Use of electronic media
d)  The trainer should guide the trainee to highlight play items for children in respect to:
    -   Play areas
    -   Play facilities
    -   Available play items/toys
    -   Electronic devices

- Improvise play items

e) The trainer should guide the trainee to handle challenges in child play

**Trainee Activities**

The trainer should guide the trainee to:
a) Demonstrate play activities for children
b) Select play items for children
c) Plays certain games
d) Sing a song
e) Tell stories
f) Read story books
g) Improvise play items

*Suggested Teaching and Learning Resources*
- Assorted play items
- Improvised toys
- Posters
- 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
- 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

**Teaching and Learning Activities**
a) Explaining importance of child supervision
   The trainer should guide the trainee to
   i) Explain meaning of terms
      - Supervision
      - Child supervision
   ii) Outline importance of child supervision

b) Outlining factors to consider in child supervision
   The trainer should guide the trainee to:
   i) Outline factors to consider in child supervision in respect to;
   - Age
   - Gender
   - Number of children
   - Surrounding environment
   - Activities a child is involved in
   - Knowledge of caregiver
   - Time of day
   - Occasions
   - Child safety
   ii) State activities requiring child supervision
c) The trainer should guide the trainee to discuss challenges in child supervision

   **Trainee Activity**
   The trainer should guide the trainee to demonstrate supervision of child activities

   *Suggested Teaching and Learning Resources*
   - 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**
   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

<div align="center">**Content**</div>

**Teaching and Learning Activities**

a) Explaining importance of knowledge on children with special needs
   The trainer should guide the trainee to:
   i)  Explain the meaning of special needs
   ii) Highlight  the need for knowledge on children with special needs

b) Describing types of special needs children
   The trainer should guide the trainee to identify types of special needs in children with respect to:
   i)  Types of special needs
   - Physical
   - Developmental
   - Psychological
   ii) Causes
   iii) Signs and symptoms

c) The trainer should guide the trainee to explain the care of a child with special needs

d) The trainer should guide the trainee to explain effects of special needs on the child and family with respect to:
   - Financial
   - Facilities
   - Emotional
   - Physical
   - Psychological
   - Stigma

e) The trainer should guide the trainee to identify challenges of a child with special needs with respect to:
   - Identify challenges
   - ways of coping with challenges

**Trainee Activity**

The trainer should guide the trainee to visit a special needs institution in order to interact with the children

### *Suggested Teaching and Learning Resources*
   - 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 of 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

**Teaching and Learning Activities**
a)  Explaining importance of child rights
    The trainer should guide the trainee to:
    i)   Explain the meaning of
         - Child rights
         - Child abuse
    ii)  Outline the importance  of child rights
    iii) Outline forms of child abuse
    iv)  Describe signs of an abused child
         - Physical
           • Headaches or stomach aches with no medical cause
           • Avoidance of certain situations, such as refusing to go to school or ride the bus
           • Physical injuries
         - Psychological
           • Delayed or inappropriate emotional development
           • Loss of self-confidence or self-esteem
           • Social withdrawal or a loss of interest or enthusiasm
           • Depression
    v)   Explain measures of preventing child abuse
         - Awareness
         - Security
         - Legal redress
    vi)  Describe ways of assisting an abused child
         - Psychological support
         - Medical treatment
         - Material support
         - Financial support
         - Legal redress
b)  Stating rights of a child as provided for by law
    The trainer should guide the trainee to state rights of a child
c)  Explaining ways of safeguard rights of a child
    The trainer should guide the trainee to explain ways of safeguarding rights of a child
d)  Outlining challenges  of ensuring protection of child rights
    The trainer should guide the trainee to identify challenges of ensuring protection of child rights
         - Lack of awareness
         - Failure to report cases of child abuse
         - Failure to enforce laws
         - Interference by relatives, guardians family members and other members of the public

**Trainee Activity**

The trainer should guide the trainee to identify a child whose rights have been violated.

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

*Suggested Teaching and Learning Activities*
- Discussion
- Demonstration
- Experience sharing

*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 child care

### Theory

**CC9.12T0    Specific Learning Outcomes**

By the end of this 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 challenges of emerging issues and trends in childcare

**Trainee Activity**

The trainer should guide the trainee to identify challenges posed by emerging issues and trends in childcare

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

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

*Suggested Assessment Methods*
- Written tests
- Oral tests
- Assignments

**HN10.0    HOMECARE 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 course 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<br>- Factors to consider in homecare nursing<br>- Qualities of a homecare nurse<br>- Duties and responsibilities of a homecare nurse<br>- Features of a home for nursing<br>- Challenges in homecare nursing | 4 | 10 | 14 |
| HN10.02 | Needs of a homecare nursing client | - Importance of understanding client's needs<br>- Factors to consider in addressing clients' needs | 2 | 10 | 12 |
| HN10.03 | Nutrition in Home Nursing | - Importance of nutrition<br>- Types of nutritional needs of a client<br>- Balanced diet for a client<br>- Menu for a client<br>- Meal preparation for a client<br>- Challenges in providing nutritional requirements for a client | 4 | 20 | 24 |
| HN10.04 | Sick Room | - Importance of a sick room<br>- Features of a sick room<br>- Tools, equipment and | 4 | 14 | 18 |

| | | furniture<br>- Care of a sick room<br>- Safety and hygiene measures<br>- Challenges in caring for a sick room | | | |
|---|---|---|---|---|---|
| HN10.05 | Handling Medications | - Importance of administration of prescribed medication<br>- Misuse and abuse of prescription medication<br>- Challenges in administering prescription medication | 2 | 8 | 10 |
| HN10.06 | Emerging Issues and Trends in Homecare nursing | - Emerging issues and trends in homecare nursing<br>- Challenges posed by emerging issues and trends in homecare nursing<br>- Coping with challenges posed by emerging issues and trends in homecare nursing | 1 | 1 | 2 |
| **Total** | | | **17** | **63** | **80** |

**HN10.01    INTRODUCTION TO HOME CARE 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 this 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

**Teaching and Learning Activities**
a) Discussing homecare nursing
   The trainer should guide the trainee to:
   i) Explain the meaning of terms
      - Nursing
      - Homecare nursing
      - Nursing home
      - Infirm
      - Invalid
   ii) Outline the importance of homecare nursing in relation to:
      - Individual
      - Family
      - Community
b) Explaining factors to consider in a homecare nursing
   The trainer should guide the trainee to explain factors to consider in homecare nursing including:
      - Condition of client
      - Needs of the client
      - Facilities available
      - Supplies required
      - Cost of the homecare
      - Safety of the client
      - Services required by client
c) Stating qualities of a homecare nurse
   The trainer should guide the trainee to highlight the qualities of a homecare nurse to include but not limited to:
      - Empathy to the client
      - Good communication skills
      - Flexibility
      - Attentive to details
      - Good interpersonal skills
      - Physical endurance
      - Problem solving skills
      - Creativity
d) Outlining duties and responsibilities of a homecare nurse
   The trainer should guide the trainee to outline the duties and responsibilities of a homecare nurse to include:
      - Meal preparation
      - Feeding the client
      - Cleaning the client
      - Dispensing medicine

- Physiotherapy services
- Companionship
- Offering leisure activities
- Assisting with shopping

e) Outlining features of a home for homecare nursing

The trainer should guide the trainee to outline features of a home for homecare nursing to include:

   i) Home layout
- Lighting
- Ventilation
- Accessibility
- Support equipment

  ii) Surface finishes

 iii) Safety features
- Guard rails
- Ramp
- Panic button
- Surrounding environment

f) Identifying challenges in homecare nursing

The trainer should guide the trainee to outline challenges faced during homecare nursing such as:
- Language barrier
- Hostile/uncooperative clients
- Hostile/uncooperative employer
- Lack of adequate facilities
- Lack of information
- Poor working terms
- Poor working conditions
- Abuse

**Trainee Activities**

The trainer should guide the trainee to:

a) Role play homecare nursing for a given situation

b) Visit and observe activities in a nursing home

*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

*Suggested Assessment Methods*
- 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 this 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

**Teaching and Learning Activities**
a)   Describing importance of understanding client's needs
     The trainer should guide the trainee to:
     i)   Explain types of client's needs in terms of:
          -   Physical
          -   Nutritional
          -   Social
          -   Emotional
          -   Spiritual
          -   Psychosocial support required
     ii)  Highlight the importance of understanding client's needs
b)   Explaining factors to consider in addressing client's needs
     The trainer should guide the trainee to explain the factors to consider in addressing client's needs to include but not limited to:
          -   Health status
          -   Home environment
          -   Cost of the homecare service
          -   Duration of the homecare nursing contract
          -   Culture of the client
          -   Experience of a homecare nurse
          -   Religion of the client
          -   Facilities available for the homecare nursing

**Trainee Activity**
The trainer should organise for trainee to visit a homecare institution

*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 this 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

**Teaching and Learning Activities**
a)  Explaining importance of nutrition for a client
    The trainer should guide the trainee to explain:
    i)  Explain meaning of terms
        -  Nutrients
        -  Nutrition
    ii)  Outline the importance of nutrition to a client
b)  Outlining types of nutritional needs of a client
    The trainer should guide the trainee to:
    i)    Diabetic
    ii)   Hypertensive
    iii)  Aged
    iv)  Obesity
    v)   Anorexia
    vi)  Psychotic
    vii)  Invalids and convalescents
    viii)  Abnormal growth and development
c)  Outlining a balanced diet for a client
    The trainer should guide the trainee to:
    i)  Explain meaning of terms
        -  Diet
        -  Balance diet
    ii)  Outline nutritional needs for different clients requiring homecare nursing to include
        -  Quantity of food
        -  Quality of food
        -  Cooking methods
        -  Food texture
        -  Food colour
d)  Writing menu for a client
    The trainer should guide the trainee to:
    i)  Meaning of the term menu
    ii)  Highlight types of menus
    iii)  Guide the trainee to identify individual likes and dislikes for the clients
    iv)  Schedule appropriate time for meals
e)  Describing meal preparation methods for a client
    The trainer should guide the trainee to:
    i)  Select food items for clients
    ii)  Outline methods of cooking different foods for a given client needs
    iii)  Explain ways of serving meals
    iv)  List the equipment and tools required for meal service for client needs
f)  Identifying challenges in providing nutritional requirements for a client

The trainer should guide the trainee to identify challenges in providing nutritional requirements for a client such as:
- Emotional stability of client
- Food in season
- Cost of food
- Condition of the client
- Available skills

**Trainee Activities**
The trainer should guide the trainee to:
a) Plan balanced diet for a client
b) Write a menu for persons with different needs
c) Use appropriate tools and equipment for meal preparation and service
d) Shop for food items
e) Prepare meals for a client with different needs
f) Serve a meal to 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 THE SICKROOM

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

**Theory**

**HN10.04T0 Specific Learning Outcomes**
By the end of this unit, the trainee should be able to:
a) describe 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

**Teaching and Learning Activities**

a) Describing importance of a sickroom
   The trainer should guide the trainee to:
   i)   Explain the meaning of a sickroom
   ii)  State the importance of a sickroom
   iii) Needs of client
   iv)  Types of sick rooms
b) Describing features of a sickroom
   The trainer should guide the trainee to:
   i)   Outline the basic features of a sickroom to include:
        -   Size
        -   Ventilation
        -   Lighting
        -   Surfaces
c) Identifying tools, equipment and furniture for a sick room
   The trainer should guide the trainee in identifying tools, equipment and furniture in respect to:
   i)   Types
   ii)  Size
   iii) Arrange a sickroom for a given client needs
d) Taking care of a sickroom
   The trainer should guide the trainee to:
   i)   Highlight ways of taking care of a sickroom to include:
        -   Cleaning
        -   Arranging
        -   Linen
        -   Making bed
        -   Replenishing supplies
e) Highlighting safety and hygiene measures in the sick room
   The trainer should guide the trainee to highlight measures of ensuring safety and hygiene in the sick room in respect to:
        -   Importance
        -   Preventing infections and diseases
        -   Personal safety
f) The trainer should guide the trainee to identify challenges in caring of a sickroom.

**Trainee Activities**

The trainer should guide the trainee to:
a) Assist the client to use tools, equipment and furniture in a sickroom
b) Clean a sick room
c) Arrange a sick room
d) Apply hygiene and safety precautions to prevent infections
e) Visit an institution with a sickroom

*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

- 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 this unit, the trainee should be able to:
a) explain administration of prescribed medication
b) explain misuse and abuse of prescription medication
c) identify challenges in administering medication

## Teaching and Learning Activities

a) Explaining administration of prescribed medication
   The trainer should guide the trainee to:
   i)    Explain the meaning of terms
         - Medicine
         - Drugs
         - Medication
         - Dosage
         - Dose
         - Prescription
         - Self-prescription
         - Drug abuse
         - Drug misuse
   ii)   Outline the importance of administration of medication
   iii)  Highlight methods of administration of prescribed medicine
   iv)   Interpret prescription instructions
   v)    Reconstituting medicine
   vi)   Administer medication
   vii)  Explain importance of food during medication
   viii) Properly store medication
   ix)   Interpret expiry date of medication
   x)    Keep medication records

b) Explaining the misuse and abuse of prescription medication
   The trainer should guide the trainee to:
   i)   Highlight the reasons for misuse and abuse of prescription medication
   ii)  Identify types of drugs that are misused and abused
   iii) Outline the dangers of abusing or misusing prescription medication
   iv)  Explain ways of preventing abuse or misuse of prescription medication
   v)   Outline ways of disposing unused drugs and medicine

c) Identifying challenges in administering medication
   The trainer should guide the trainee to:
   i)   List challenges of administering prescription medication

ii) Outline ways of coping with the challenges of administering prescription medication

**Trainee Activities**
The trainer should guide the trainee to:
a) Role play the administration of a given prescription medication
b) Interpret the instructions on prescription medication
c) Store medication
d) Reconstitute a given prescription medication
e) Dispose unused 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

**HN10.06        EMERGING ISSUES AND TRENDS IN HOMECARE NURSING**

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

**Theory**

**HN10.06T0    Specific Learning Outcomes**
By the end of this unit, the trainee should be able to:
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

**Teaching and Learning Activities**
a) Identifying emerging issues and trends in home nursing
   The trainer should guide the trainee in identifying emerging issues and trends in homecare nursing
b) Outlining challenges posed by emerging issues and trends in home nursing
   The trainer should guide the trainee to identify challenges posed by emerging issues and trends in homecare nursing
c) Explaining ways of coping with emerging issues and trends in homecare nursing
   The trainer should guide the trainee to discuss solutions to emerging trends and issues in homecare nursing

**Trainee Activity**

The trainer should guide the trainee to suggest ways of coping with challenges posed by 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