



REPUBLIC OF KENYA

Homecare Management Course

Trainer of Trainer's Manual

Developing a competent
homecare worker



Employment opportunities for all
National Employment Authority



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National Employment Authority

Homecare Management Course

Trainer of Trainer's Manual

June 2018

NATIONAL EMPLOYMENT AUTHORITY

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FORWARD

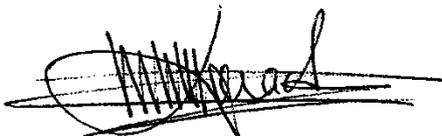
The Home Care Management course was developed to address the challenges faced by people working in private households and institutions such as children homes, hospitals, hostels and boarding institutions. The development of this curriculum was further necessitated by increased demand from families, employers and employment agencies requesting for qualified staff that can confidently manage their homes and institutions. In order to ensure smooth implementation of the curriculum a Training of Trainers (TOT) manual was developed to assist in the course implementation.

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

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

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.

I therefore appeal to all stakeholders, especially the training providers and the employers, to work together to ensure effective implementation of this curriculum. This will achieve great improvements in the quality of training of personnel engaged in the sector. It will also empower Kenyan migrant workers by offering them a negotiating power for better terms and conditions of employment.



Hon. (Amb) Ukur K. Yatani
CABINET SECRETARY
MINISTRY OF LABOUR AND SOCIAL PROTECTION

PREFACE

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

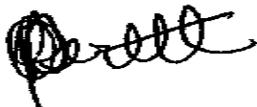
Despite the increase in demand for Homecare workers, both locally and abroad, there has not been any national training curriculum to guide training providers in this sector. In order to respond to the contemporary issues in the society, the curriculum has addressed drugs and substance abuse, communication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

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

To ensure smooth implementation of the course by the trainers/instructors a Training of Trainers (TOT) manual was developed. The TOT was developed with realisation that Homecare Management Course has not been offered before which could pose a challenge to trainers/instructors when delivering course content especially in Pre-Departure Training among others.

NEA ensured that this programme responds to the calling of the Kenya Constitution, 2010 and the philosophy 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 TOT will go a long way in equipping the trainees with the necessary skills in discharging their training more effectively.



Mrs. Winnie Pertet

**CHAIRPERSON
NATIONAL EMPLOYMENT AUTHORITY BOARD**

ACKNOWLEDGEMENTS

In development of this Trainer of Trainer's Manual considerable involvement and support was received from various persons to make it all inclusive in terms of content and context for the benefit of all who will use it. Further, the exercise was made possible through the financial support of the National Employment Authority (NEA).

I wish to thank members of the technical team for their dedication to this work and for the remarkable effort they invested in preparing this Trainer of Trainer's Manual. The National Industrial Training Authority (NITA), the Kenya Institute of Curriculum Development (KICD), the Department of National Human Resource Planning and Development (NHRPD) and Youth Enterprise Development Fund (YEDF), deserve gratitude for their support in releasing their officers to participate in this noble exercise.

I would also like to thank the individuals who took the time, despite their busy schedule, to participate in the development of this document. The efforts, devotion and dedication by the staff from the NITA, particularly the Director General, Mr. Paul Kosgei, Ms. Jane Kamau, Ms. Phyllis Kiplagat and Ms. Juliana Stephen need to be sincerely acknowledged. The exercise would have been impossible without the technical and expert advice of the YEDF staff particularly Mr. Morris Ondiek and Ms. Dahabo Atikiya. I also wish to thank Ms Joan Kamau and Ms Jane Arara of KICD, Mr. Festus Mutuse of the NHRPD, Ms. Rael Rotich, Millicent Muli and Mercy Kariuki of NEA and Eli Mutaaru, a Curriculum Consultant. Last but not least, I wish to thank each and every staff of NEA, NITA and the Ministry of Labour and Social Protection who contributed in one way or the other to the successful completion of the task.

Finally, I wish to state the commitment of NEA to the implementation and administration of the curriculum.



Mrs. Edith Okoki

**Ag. DIRECTOR GENERAL
NATIONAL EMPLOYMENT AUTHORITY**

ABBREVIATIONS AND ACRONYMS

CBC	-	Competency Based Curriculum
NEA	-	National Employment Authority
NVCET	-	National Vocational Certificate in Education and Training
SMART	-	Specific, Measurable, Attainable, and Realistic and Time bound
TOT	-	Training of Trainers
TVET	-	Technical Vocational Education and Training Institutions

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1.0 Introduction

The Ministry of Labour through the Kenya National Employment Authority (NEA) has developed curriculum on Homecare Management Course as part of the effort to promote domestic workers employment locally and abroad. The curriculum was also developed to help professionalize domestic work by impacting knowledge, skills, attitudes and values to employees to ensure they gain relevant skills for better performance. The Homecare Management Course has adopted the Competency Based Curriculum (CBC) approach as required in National Vocational Certificate in Education and Training (NVCET) and Technical Vocational Education and Training Institutions (TVET) technical training for skills acquisition. The development of the Homecare Management Course has been informed by the need of creating job opportunities for the youths locally and in foreign countries. It is also informed by the need of standardizing the training of domestic workers and address employers concerns.

The need of developing Homecare Management Course curriculum was informed by various reports made by government Ministries and agencies regarding the state of migratory workers. The government through the Ministry of Labour has developed various policy documents that have informed the need of developing Homecare Management Course curriculum.

To ensure smooth and coordinated roll out of the Homecare Management Course curriculum, NEA has embarked on conducting Trainer of Trainers (TOT) workshops. A TOT manual has been developed as part of the preparation for the roll out of the curriculum. The TOT manual will facilitate the training of curriculum implementers for efficient curriculum implementation. The TOT is also intended to familiarise the instructors with the Homecare Management course. The TOT orientation manual covers the syllabus and the regulations for implementing the syllabus. It has been developed to help the trainer to understand the syllabus for effective delivery of content, therefore enable the trainee to attain the required skills, knowledge and competency. Apart from focusing on the syllabus content, the TOT manual will also focus Ministry of Labour policies and the bilateral engagement with partner countries.

2.0 Trainers of Trainers Manual

2.1 Aims of Trainers of Trainers

The aims of TOT are as follows:

- a) Prepare trainers, NEA officers and other stakeholder to adequately prepare the roll out of Homecare Management Course curriculum
- b) Equip trainers with the necessary skills to implement the competency based curriculum
- c) Equip trainers with skills to facilitate differentiated learning to ensure that all learners are wholly engaged in learning
- d) Enable the trainee attain the required skills, knowledge and competence in delivering syllabus content

2.2 Trainers of Trainers Curriculum Terminologies

Assignment: A task/piece of work given to/undertaken by someone, usually as part of their studies or job.

Attitude: This is a way of thinking or feeling about something or even someone. It is usually reflected in a person's behaviour.

Curriculum: Competence is the ability to perform a task to a defined standard or level of success. It entails the ability to apply or use a set of related knowledge, skills, values, attitudes and abilities required to successfully perform tasks in a defined work setting. Competencies serve as the basis that specifies the level of knowledge, understanding and proficiency required to perform a defined task.

Content: Content is useful information or subject matter that will enable the trainee to acquire knowledge and skills to perform given tasks. It also refers to the body of knowledge or information which consists of related body of facts, concepts, skills, theories and generalisations to be learnt.

Course Unit: A subset of the course unit which is an autonomous portion of a course aimed at imparting knowledge, skills, attitudes and values to a trainee to make him/her competent in a certain skill.

Course: A combination of training skills packaged in different course units aimed at developing whole skill in a given trade

Curriculum: Curriculum is broadly defined as the totality of trainee experiences that occur in an educational or training process. The term often refers specifically to a planned sequence of instruction, or to a view of the trainee's experiences in terms of the educator's or institutions instructional goals. In this case, curriculum incorporates the planned interaction of the trainee with instructional content, materials, resources and processes for evaluating the attainment of training objectives, plus the regulations given at the beginning of the syllabus document.

General Objectives/General Outcome: A general objective is a statement of the trend of training activities that describe the general orientation of a training curriculum. The general objective is the first level of specification derived from an aim.

Instructors Manual/Guide: A book or booklet of instructions, designed to improve the quality of a performed task. It is usually designed in such a way that the instructors can use it to deliver on the course content thus improving their quality of training.

Interactive discussions: This is a purposeful conversation proceeding towards a certain objective. As a teaching and learning technique, a discussion is an activity where an instructor and a trainee talk together in order to share views or information about a topic or a problem.

Knowledge: Awareness, understanding, information description or skill acquired through experience or education which may be theoretical or practical.

Lecture method: This is a method where the instructor explains or describes an activity or process and the trainees are expected to listen, observe and take notes. It must be used together with other training methods in the practical training session.

Lesson plan: This is a detailed instruction document prepared by the instructor/teacher and used to guide lesson content coverage within specified time provided, thus enhancing effective teaching and learning process.

Role play: This is a technique which may be used to practice a skill or to enable trainees/participants to experience unfamiliar situations. It is particularly valuable for sensitizing trainees/participants to the feelings and perspectives of other groups and to the importance of certain issues.

Scheme of work: it is an interpretation of a syllabus which is used as a guide to define learning work which is to be covered in a specified period like a term/semester. The scheme of work is usually used in a learning situation.

Scope and sequence: Scope entails all the ideas, concepts, order of units and topics which are to be taught in a curriculum and the sequence in which they are to be taught.

Skill: An ability or aptitude to do something well.

Specific learning outcome: A specific learning outcome defines the trend of the training activity and it is formulated in terms of observable behaviours for a given lesson. Specific learning outcomes are usually expressed in terms of the trainee, and they are unequivocal, which means that they are expressed clearly and have only one interpretation. They also describe behaviours that can be observed in the subject. The learning outcome must be specific, measurable, attainable, and realistic and time bound (SMART).

Standards: Refers to a level of quality, achievement, or even correctness which is used in making judgment over something, that is considered acceptable or good.

Sub-Unit/Topic: Refers to a breakdown of learning experiences of the topics into smaller concepts related to a specific objective/ specific outcome

Course Unit: This is a broad body of knowledge that the learners are exposed to. There are usually several topics in a syllabus for subject/course units.

Syllabus: A syllabus is an outline and summary of topics to be covered in an education or training course. It is descriptive (unlike the prescriptive or specific curriculum). The syllabus ensures that there is minimal confusion on policies relating to the course by setting clear expectations of materials to be learned. It also guides on learners behaviour in the classroom/workshop, and the effort on trainee's behaviour to be put into the course. In addition the syllabus provides a roadmap of course organization/direction relaying the instructor's teaching philosophy to the trainees.

Values: Regard, worthiness, usefulness or importance in which some thing is looked at.

2.3 Trainers of Trainers Structure

The training is structured into five course units namely; Homecare, Life Skills, Pre- departure Training, Childcare and Homecare Nursing. The course units forms each session in the training schedule which together should take five days to complete.

2.4 Trainers of Trainers Approach

Trainers need to ensure that the course is interactive by involving all the trainees to take part. The trainees can be encouraged to share their own personal experiences which are relevant as a way of involving them. The facilitator of the TOT should use local examples but in line with the objectives of the learning outcomes.

2.5 Training Resources

The trainees will be provided with a number of training resources/support materials that will include but not limited to;

1. Training schedule
2. Homecare Management curriculum/syllabus
3. Trainers guide
4. Employment policy documents
5. Labour laws
6. Hand-outs
7. PowerPoint presentation

2.6 Training Room Layout

The way the room is arranged is very important for the success of the course since it provides an opportunity for interruptive learning. The room as a recommendation should have the tables organized in ‘cabaret style’ rather than in a ‘U-shape’ (Figure 1). The cabaret style layout facilitates group work and discussion among participants while U-shaped arrangements, people tend to give speeches or negotiate instead of engaging with others.

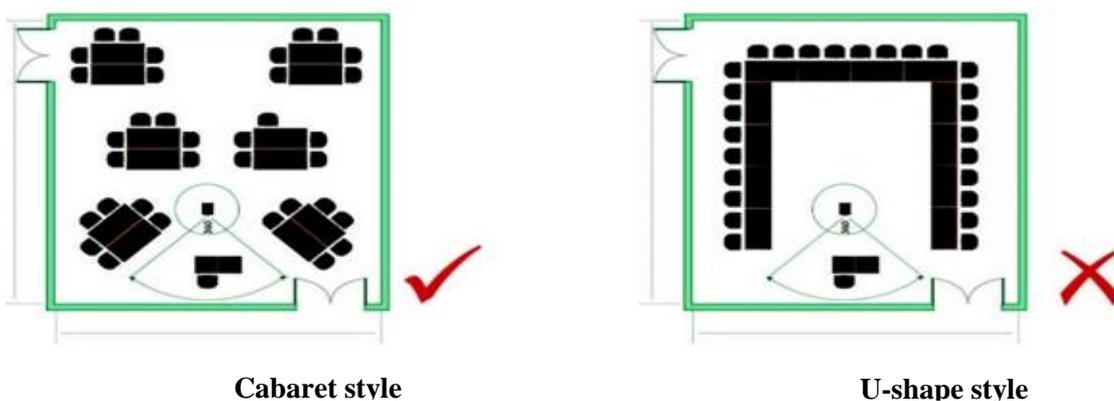


Figure 1: Room Layout:

2.7 Sessions Administration

The trainer conducts the session in two phases. The first phase involves the entire class while the second phase breaks the group (entire class) into smaller sub-groups for discussion/practical sessions. The trainer using his/her discretion maintains the groups throughout the training period or may decide to form them at will as the situation demands.

3.0 Session Organization

The TOT will be composed of five sessions focusing on each of the course units; Homecare, Life Skills, Pre-departure Training, Childcare and Homecare Nursing. The training sessions will be spread over five days. The morning sessions will be 1.5 hours long with a half-hour break. Extra time can be allocated in case the discussion lasts longer than expected. The afternoon sessions will take two hours each and a 15 minute break during the session.

3.1 Session 1: Homecare Management Course

This session will cover the Homecare Management course. Key areas to be covered will be: Session outcomes, general learning outcomes of the course, rationale of developing the course, structure of Homecare Management Course, Regulations of the course and Time allocation.

3.1.1 Session Outcomes

By the end of the session, the participant should be able to:

- a) Discuss the Homecare Management Course
- b) Appreciate the rationale of developing the Homecare Management Course
- c) Describe the structure of Homecare Management Course
- d) Discuss Homecare Management Course versus other related courses

3.1.2 General learning outcomes of the Course

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

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

3.1.3 Rationale of Developing Homecare Management Course

The trainer is expected to take through the participants on the reasons/rationale for developing Homecare Management Course. The reasons/rationale must be based mainly on; need to address youth unemployment, need for professionalising the homecare work, need of meeting the worker and the employers obligation, need for empowering workers among others, as guided by the Department of Labour and NEA policies and mandates.

3.1.4 Structure of Homecare Management Course

The trainer should describe the structure of the course to include the course units, home placement, basic mandatory units, optional units and mandatory unit for foreign workers.

- i) Homecare
- ii) Life Skills
- iii) Pre-Departure Training
- iv) Child Care
- v) Homecare Nursing
- vi) Home Placement
- vii) Mandatory units
- viii) Optional units
- ix) Mandatory unit for labour migrant workers

3.1.5 Regulations

The trainer should explain the course regulations to acquaint the trainer with course policy.

- i) Regulations of the course
- ii) Duration of the course
- iii) Entry requirements
- iv) Assessable units
- v) Attendance and course work requirements
- vi) Assessments and award of certificates

3.1.6 Time allocation

The trainer should explain the course time allocation. Emphasis should focus on the need for complying on the theory and practical time allocation in attempt to make the course hands on.

Course Units	Duration in Hours		Total	Weeks
	Theory	Practice		
Homecare	16	64	80	2
Life Skills	13	27	40	1
Pre-Departure Training	12	28	40	1
Child Care	21	59	80	2
Homecare Nursing	17	63	80	2
Home Placement	-	40	40	1
Total	79	281	360	9

3.1.6 Discussion/Reaction session

- a) Brainstorm on the importance of the relevance of the course units
- b) Discuss the organisation of the Homecare Management Course
- c) Question and answer

4.0 Session 2: Homecare Course Unit

This session is meant to inform the trainee on the rationale of developing Homecare course unit in the context of domestic workers. The trainer should take the trainees through the learning areas in Homecare Course unit. The trainer should allow discussions to explore the relevance of the topics in the course unit. The discussion should also focus on the best way of teaching the content, possible challenges and how to deal with them. The trainer should ensure that the trainees understand how to deliver the theory and practical content. Emphasis should be made on the need of improvising teaching/learning resources especially, use of locally available ones. The trainer is expected to guide the trainees on the application of ICT and internet as training resources.

4.1 Discussions Exercises

The trainer should put the trainees in groups not exceeding eight members and not less than three. Each group will decide by consensus its leader to guide the group discussion. The group will also choose a secretary who will record points of discussions and present to plenary. Each group will discuss the following questions:

- a) What challenges do think trainers are likely to face when teaching Homecare course?
- b) How can these challenges be alleviated?

The group discussion should last for about 15-20 minutes, followed by a presentation of about 5-10 minutes by each group. Each group should come up with about ten points from their discussion. This exercise is meant to assess the implementation challenges and how to deal with such challenges.

5.0 Session 3: Life Skills Unit

Domestic workers working locally or abroad comprise mostly the young population of youths below 35 years. This group of workers are normally affected by psychological, social and economic challenges. This session is meant to acquaint the trainees on the best methodology of teaching Life Skills Course Unit. It is also aimed at enabling the trainers understand the overall Life skills course unit as important step in becoming familiar with the content. By familiarizing with the content, the trainees will gain confidence and comfort in implementing the course unit in a classroom setting to target learners.

5.1 Discussions Exercises

The trainer should put the trainees in groups and each group will discuss the following questions:

- a) Is Life Skills learning relevant to domestic workers?
- b) Identify your strong and weak areas that may affect your ability to effectively teach Life Skills.
- c) Suggest ways of alleviating the weaknesses.

This exercise is meant to assess the capacity of the instructors in implementation of the Life Skills course unit.

6.0 Session 3: Pre-Departure Training

6.1 Introduction

Pre-departure training is critical in informing the migrant workers on what they require before departure and what they expect on the destination country. This is a unique course that is relevant in equipping the migrant workers with knowledge, skills and attitudes of coping with working conditions, personal issues and relations with employers and others in the foreign country. It is also meant to adequately prepare a migrant worker plan his/her departure and return upon completion of their work contract.

6.2 Session outcomes

By the end of training, the trainee should be able to;

- a) Explain the importance of pre-departure training for migrant workers
- b) Present the learning outcomes and structure of the pre-departure training course unit
- c) Explain commonly used terms in pre-departure training
- d) Highlight the common challenges faced by migrant workers

6.2.1 Importance of pre-departure training for migrant workers

Migrant workers face several challenges in the process of preparing to travel, as well as when they arrive at the destination country. These challenges are closely related to lack of pre-departure training. This in turn affects their productivity and often leads to absconding of duty and subsequent premature termination of employment contracts.

6.2.2 Learning outcomes and structure of the pre-departure training course unit

The overall learning outcome is to provide information on all stages of migration process so that the trainer can help prepare the potential migrant worker on what to expect while working and living overseas. It also prepares the migrant worker on how to return home when the employment contract ends. The course is structured to cover topics in Travel Document Processing, Destination Country, Travel Process, Work Ethics, Government and Recruitment Agencies in Labour Migration, Support Services for Migrant Worker and Return and Re-Integration. The facilitator should take through the participants on these topics in order to familiarise them on depth of coverage.

6.2.3 Commonly used terms in pre-departure training

The facilitators should guide the participants on the meaning of commonly used terms in pre-departure training to include;

- a) Pre-departure
- b) Migrant worker
- c) Destination country
- d) Agent
- e) Recruitment
- f) Remittances
- g) Travel documents

- h) Re-integration

6.2.4 Common challenges facing migrant workers

The challenges include;

- i) Exploitation by unscrupulous recruitment agencies
- ii) Cultural shock in destination country
- iii) Language barrier upon arrival in the destination country
- iv) Violation of employment contracts often written in foreign languages
- v) Exorbitant and illegal fees charged by recruitment agencies
- vi) Delays in payment of salaries
- vii) Lack crucial information on the destination countries.

6.3 Discussions Exercises

The trainer should put the trainees in groups and each group will discuss the following questions:

- a) What are the possible challenges a migrant worker is likely to face in Kenya and in destination country?
- b) Suggest ways of alleviating these challenges.
- c) Do you think the content of the Pre-Departure Course Unit have adequate content to address such challenges.

7.0 Session 4: Child Care Unit

7.1 Introduction

This course will be useful to the migrant workers who will be recruited to work in households or as domestic workers. It's meant to equip the workers with skills of handling the child/children under their care.

7.2 Session outcomes

By the end of training, the trainee should be able to;

- a) Present the session outcomes and structure of Child Care Course unit
- b) Highlight the challenges the trainer may face while delivering Child Care Course unit content

7.2.1 Learning outcomes and structure of Child Care Course unit

The overall learning outcome of the Child Care Course unit is to prepare the child care giver to offer adequate care and protection to children, including children with special needs. The course also focuses on equipping the child care giver with skills required in supervising child activities. The facilitator will guide the participants on the sub-units that will be taught using the syllabus. The trainer should also ensure the trainers adhere to the trainers guide to avoid digressing from the syllabus learning outcomes.

7.2.2 Challenges trainers may face while delivering Child Care Course Unit content

The facilitator should guide the participants to identify the possible challenges that they may face while delivering the unit content. The challenges should focus on the capacity of the trainers and institution.

7.3 Discussions Exercises

The trainer should put the trainees in groups and each group will discuss the following questions:

- a) What are the possible challenges likely to be faced in implementing the Child Care Course Unit?
- b) Suggest ways of alleviating these challenges

8.0 Session 5: Homecare Nursing Unit

8.1 Introduction

This course unit will be useful to the migrant workers who will be recruited to work in households and may be in the course of their duties be required to offer homecare nursing services. It's meant to equip the workers with skills of handling the sick and the infirm.

8.2 Session Outcomes

By the end of session, the trainee should be able to;

- a) Present the session outcomes and structure of Homecare Nursing course unit
- b) Highlight the challenges the trainer may face while delivering Homecare Nursing unit content

8.2.1 Learning outcomes and structure of Homecare Nursing Course unit

The overall learning outcomes of the Homecare Nursing Course unit is to prepare the child care giver to offer adequate care to people who are elderly, temporarily incapacitated or suffering from terminal illness, that is the sick and the infirm. This is a unique training area which is normally a preserve of the health care providers. The facilitator is therefore expected to keenly guide the participants on the course unit content to avoid digressing from the syllabus learning outcomes of developing a person responsible of taking care of sick and infirm as opposed to a medic. It is expected the course will produce homecare nurse who will be working under the direction of qualified medics.

8.2.2 Challenges trainers may face while delivering Homecare Nursing Course unit

The facilitator should guide the participants to identify the possible challenges that they may face while delivering this unit content. The challenges should focus on the capacity of the trainers and institution.

8.3 Discussions Exercises

The trainer should put the trainees in groups and each group will discuss the following questions:

- a) What are the possible challenges likely to be faced by an individual trainer or the training institution in implementing the Homecare Nursing Course unit?
- b) Suggest ways of addressing these challenges.

9.0 Session 6: Work Placement

9.1 Introduction

The home placement is meant to provide the trainee taking Homecare, Child Care and Homecare Nursing course units with practical/experiential skills. The Work Placement training will last for 40 hours. Home placement shall be an integral part of training and its assessment shall form part of the final grade and certification.

9.2 Session Outcomes

By the end of training, the trainee should be able to;

- a) Familiarise the participants with learning outcomes of Work placement
- b) Highlight the challenges the trainer may face while placing trainees in homes

9.2.1 Learning outcomes of home placement

The facilitator should guide the trainees on the learning outcomes of Work Placement.

9.2.2 Challenges trainers may face during Work Placement

The facilitator should guide the participants to identify the possible challenges that they may face in mounting home placement. The challenges should focus on the capacity of the trainers and institution.

9.3 Discussions Exercises

The trainer should put the trainees in groups and each group will discuss the following questions:

- a) What are the possible challenges likely to be faced in implementing Work Placement?
- b) Suggest ways of addressing these challenges

10.0 Session 7: Professional Documents

These are the documents used by the trainer in the preparation, implementation and evaluation of teaching and learning. They are vital documents that a trainer must have to keep track of his or her work, that of the learners as well as to make teaching and learning more effective. They include:

- a) Scheme of work
- b) Lesson plan
- c) Record of work
- d) Attendance records
- e) Assessment records
- f) Progress reports
- g) Individualized Education Program

10.1 Session Outcomes

By the end of the session, the participant should be able to:

- a) Use professional documents in teaching and learning
- b) Use instructors professional documents to record trainees attendances

- c) Use instructors professional documents to assess trainees

10.2 Key areas to be covered

- a) Schemes of Work
- b) Lesson Plans
- c) Assessment methods

10.3 Suggested Learning Experiences

By the end of the session, participants should be able to;

- a) Identify the different components of a professional documents
- b) Use the syllabus to develop a sample scheme of work for two weeks
- c) Develop lesson plans from the scheme of work that was previously developed
- d) Guide the trainees to record learners attendance details
- e) Guide the trainees to use assessment tools