



REPUBLIC OF KENYA

COMPETENCY BASED MODULAR CURRICULUM

FOR

GRAPHIC DESIGN LEVEL 5

KNQF LEVEL 5

(CYCLE 3)

PROGRAMME ISCED CODE: 0211 454 A



TVET CDACC
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FOREWORD

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

Reforms in the education sector are necessary to achieve Kenya Vision 2030 and meet the provisions of the Constitution of Kenya 2010. The education sector had to be aligned to the Constitution, and this resulted in the formulation of the Policy Framework for Reforming Education and Training in Kenya (Sessional Paper No. 14 of 2012). A key feature of this policy is the radical change in the design and delivery of TVET training. This policy document requires that training in TVET be competency-based, curriculum development be industry-led, certification be based on demonstration of competence, and the mode of delivery allow for multiple entry and exit in TVET programmes.

These reforms demand that Industry takes a leading role in curriculum development to ensure the curriculum addresses its competence needs. It is against this background that this curriculum has been developed. For trainees to build their skills on foundational hands-on activities of the occupation, units of learning are grouped in modules. This has eliminated duplication of content and streamlined exemptions based on skills acquired as a trainee progresses in the up-skilling process, while at the same time allowing trainees to be employable in the shortest time possible through the acquisition of part qualifications.

It is my conviction that this curriculum will play a great role in developing competent human resources for the Graphics Design sector's growth and development.

**PRINCIPAL SECRETARY
STATE DEPARTMENT FOR TVET
MINISTRY OF EDUCATION**

PREFACE

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

CAP 210A and Sessional Paper No. 1 of 2019 on Reforming Education and Training in Kenya for Sustainable Development emphasized the need to reform curriculum development, assessment, and certification. This called for a shift to CBET to address the mismatch between skills acquired through training and skills needed by industry, as well as increase the global competitiveness of the Kenyan labour force.

This curriculum has been developed in adherence to the Kenya National Qualifications Framework and CBETA standards and guidelines. The curriculum is designed and organized into Units of Learning with Learning Outcomes, suggested delivery methods, learning resources, and methods of assessing the trainee's achievement. In addition, the units of learning have been grouped in modules to concretize the skills acquisition process and streamline up skilling.

I am grateful to all expert trainers and everyone who played a role in translating the Occupational Standards into this competency-based modular curriculum.

**CHAIRPERSON
TVET CDACC**

ACKNOWLEDGMENT

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

I recognize with appreciation the role of the Graphics Design National Sector Skills Committee (NSSC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Graphics Design sector for their valuable input and everyone who participated in developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that individuals aspiring to work in the Graphics Design sector acquire competencies to perform their work more efficiently and effectively.

**COUNCIL SECRETARY/CEO
TVET CDACC**

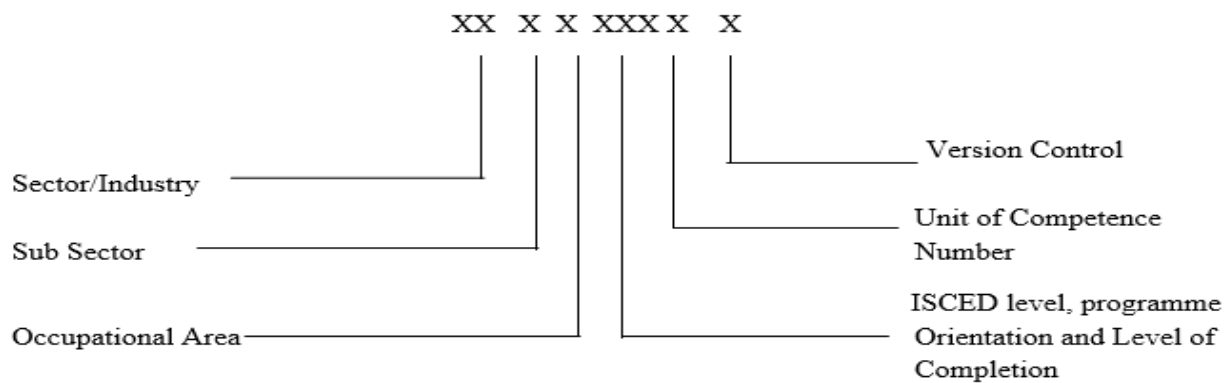
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ACRONYMS AND ABBREVIATIONS

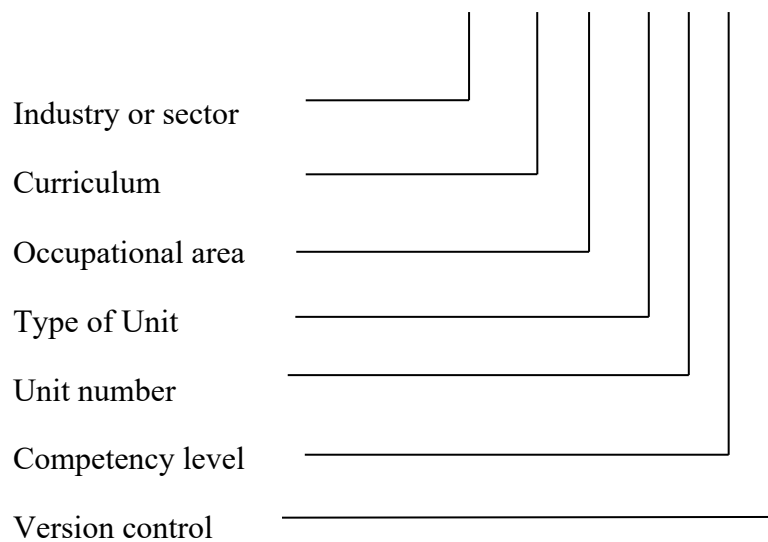
BC:	Basic Competency
CBET:	Competency Based Education and Training
CDACC:	Curriculum Development Assessment and Certification Council
CR:	Core Competency
CU:	Curriculum
EMCA:	Environmental Management and Coordination Act
GD:	Graphic Design
GMOs:	Genetically Modified Organisms
ICT:	Information Communication Technology
KCSE:	Kenya Certificate of Secondary Education
KNQA:	Kenya National Qualifications Authority
MoE:	Ministry of Education
OS:	Occupational Standard
OSHA :	Occupation Safety and Health Act
OSHS:	Occupation Safety and Health Standards
PPE:	Personal Protective Equipment
SSAC:	Sector Skills Advisory Committee
TVET:	Technical and Vocational Education and Training
TVETA:	Technical and Vocational Education and Training Authority
VA:	Visual Arts

KEY TO UNIT CODE KEY TO ISCED UNIT CODE



KEY TO TVET CDACC UNIT CODE

VA /CU /GD /CR/02 /5 /MA



COURSE OVERVIEW

Graphics design level 5 qualification consists of competencies that an individual must achieve to offer Graphic Design services. It involves applying design elements and principles, conceptualize graphic design, produce graphic illustration, create graphic artwork and produce graphic design.

The cost consists of three modules as indicated below:

Summary of Units of Learning

ISCED UNIT Code	TVE CDACC Unit Code	Unit of Learning Title	Duration in Hours	Credit Factor
MODULE I				
0211 451 07A	VA/CU/GD/CC/01/5/MA	Hand Drawing	80	8.0
0211 451 02A	VA/CU/GD/CR/01/5/MA	Conceptualization of Graphic Design	80	8.0
0611 451 01A	VA/CU/GD/BC/01/5/MA	Digital Literacy	40	4.0
0211 451 06A	VA/CU/GD/CC/02/5/MA	Design Elements and Principles	40	4.0
0211 451 01A	VA/CU/GD/CR/02/5/MA	Digital Graphic Design	180	18.0
SUB TOTAL			420	42.0
MODULE II				
0211 451 04A	VA/CU/GD/CR/03/5/MA	Graphic Illustrations I	180	18.0
0417 451 03A	VA/CU/GD/BC/03/5/MA	Workplace Ethics and Practices	40	4.0
0211 451 03A	VA/CU/GD/CR/04/5/MA	Graphic Artwork Production	160	16.0
0031 451 02A	VA/CU/GD/BC/02/5/MA	Communication Skills	40	4.0
SUB TOTAL			420	42.0
MODULE III				
0211 451 05A	VA/CU/GD/CR/05/5/MA	Graphic Design Artwork	360	36.0
0413 451 04A	VA/CU/GD/BC/04/5/MA	Entrepreneurial Skills	40	4.0
0211 451 08A	VA/CU/GD/CC/03/5/MA	Design Ethics and Law	40	4.0
SUB TOTAL			440	44.0
MODULE IV				
	VA/CU/GD/CR/06/5/MA	Industry Training	480	48.0
GRAND TOTAL			1760	176.0

The total duration of the course is 1,760 hours inclusive of industrial training.

Entry Requirements

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

- a) Kenya Certificate of Secondary Education (K.C.S.E) with a minimum of D (PLAIN).

Or

- b) Equivalent qualifications as determined by TVETA

Trainer Qualification

A trainer for any of the units of competency in this course must:

- a) Possession of at least a higher qualification than graphic design level 5 or in related trade area;
- b) License by TVETA

Industry Training

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in Graphics Design sector/firm. The industrial training may be taken after completion of all units for those pursuing the full qualification or be distributed equally in each unit for those pursuing part qualifications. In the case of dual training model, industrial training shall be as guided by the dual training policy.

Assessment

The course shall be assessed formatively and summative:

- a) During formative assessment, all performance criteria shall be assessed based on performance criteria weighting.
- b) Number of formative assessments shall minimally be equal to the number of elements in a unit of competency
- c) Assessment of basic and common competencies may be integrated in the core units or assessed as discrete units.
- d) Theoretical and practical weight shall be 30:70 respectively for each unit of learning.
- e) Formative and summative assessments shall be weighted at 60% and 40% respectively in the overall unit of learning score.

For a candidate to be declared competent in a unit of competency, the candidate must meet the following conditions:

- i) Obtained at least 40% in theory assessment in formative and summative assessments.
 - ii) Obtained at least 60% in practical assessment in formative and summative assessment where applicable.
 - iii) Obtained at least 50% in the weighted results between formative assessment and summative assessment where the former constitutes 60% and the latter 40% of the overall score.
- f) Assessment performance rating for each unit of competency shall be as follows:

MARKS	COMPETENCE RATING
80 -100	Attained Mastery
65 – 79	Proficient
50 – 64	Competent
49 and below	Not Yet Competent
Y	Assessment Malpractice/irregularities

- g) Assessment for Recognition of Prior Learning (RPL) may lead to award of part and/or full qualification.

Certification

A candidate will be issued with a Certificate of Competency upon demonstration of competence in a core Unit of Competency. To be issued with Kenya National TVET Certificate in Graphic Design Level 5, the candidate must demonstrate competence in all the Units of Competency as given in the qualification pack. Statement of Attainment certificate may be awarded upon demonstration of competence in certifiable element within a unit.

The certificates will be issued by TVET CDACC.

MODULE I

HAND DRAWING

ISCED Unit Code: 0211 451 07A

TVET CDACC unit Code: VA/CU/GD/CC/01/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: **perform hand drawing**

Duration of Unit: 80 hours

Unit Description

This unit specifies the competencies required to perform hand drawing. It involves drawing hand lines and shapes, creating pencil shades and patterns, creating perspective points, drawing human figure poses, creating still-life drawings and creating composition drawings.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Draw freehand lines and shapes	4
2.	Create pencil shades and patterns	8
3.	Draw Human figure poses	19
4.	Create still-life drawings	11
5.	Create perspective points	15
6.	Create composition drawings	23
Total		80

Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Create pencil shades and patterns	1.1 Stippling gradients 1.2 Hatching gradients 1.3 Cross-hatching gradients 1.4 Shaded gradients	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Third party report

Learning Outcome	Content	Methods of assessment
	1.5 Stumping gradients. 1.6 Shades and patterns	<ul style="list-style-type: none"> • Interviewing • Project and report writing
2. Draw human figure	2.1 Introduction to human figure drawing 2.2 Human anatomy 2.3 Solid flexible model 2.4 Body postures	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
3. Create still-life drawings	3.1 Real-life sketches. 3.2 Gestural sketches 3.3 Speed sketching 3.4 proportion drawing	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing • Project and report writing
4. Create perspective points	4.1 Introduction of perspective drawing 4.2 One-point perspective drawing 4.3 Two-point perspective drawing 4.4 Three-point perspective drawing. 4.5 Forced perspective drawing.	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing
5. Create composition drawings	5.1 Imaginative drawing 5.2 Landscape drawing 5.3 Architectural drawings 5.4 Scene composition	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Third party report • Interviewing

Suggested Methods of instruction

- Project
- Demonstration by trainer
- Practice by the trainee

- Discussions
- Direct instruction
- Case study
- Audio –visual aids

Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
2)	Sample hand drawings	For trainee's use	5	1:5
3)	Sample animation videos	For trainee's use	1	1:25
B	Learning Facilities & infrastructure			
4)	Lecture/theory room/studio		1	1:25
5)	Computers with OS (Windows/Linux/Mac), and graphic design software.	For trainee's use	25	1:1
6)	Internet connection	For trainees and trainer's use	1 Access point	1:25
7)	Whiteboard	For trainer's use	1	1:25
8)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
9)	Printing papers	For trainer and trainee use	Varies	Varies
10)	Assorted whiteboard markers	For trainer's use	Varies	Varies
11)	Drawing papers	For trainees	Varies	Varies
12)	Drawing pencils, coloured pencils, mixing ink	For trainees	Varies	Varies
13)	Drawing tables and drawing sets	For trainees	25	1:1
D	Tools and Equipment			
14)	Printer with a scanner	For trainee's use	2	1:12
15)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
16)	Projector/Television	For trainer's use	1	1:25

17)	Digital Camera	For trainees	2	1:12
18)	Stereo/headset/audio recorder	For trainees	2	1:12
19)	Digital Tablet	For trainer	1	

CONCEPTUALIZATION OF GRAPHIC DESIGN

ISCED UNIT code: 0211 451 02A

TVET CDACC unit Code: VA/CU/GD/CR/01/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **conceptualize graphic design.**

Duration of Unit: 80 hours

Unit Description

This unit specifies the competencies required to conceptualize graphic design. It involves conducting graphic design research, developing scrapbook & mood boards, developing graphic design concepts and presenting design concepts

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Conduct Graphic Design Research	16
2.	Develop ScrapBook and Mood boards	32
3.	Develop Graphic Design Concepts	24
4	Present Design Concepts	8
Total		80

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct graphic design research	1.1 Introduction to graphic design research 1.2 Introduction to brief analysis 1.3 Sources of research 1.3.1 Digital Sources (Internet, eBooks)	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Interviewing• Project

Learning Outcome	Content	Suggested Assessment Methods
	1.3.2 Print media 1.3.3 Interviews	
2. Develop scrapbook & mood boards	2.1 Introduction to graphic scrapbooks and mood boards 2.2 Components of a scrapbook & mood boards. 2.3 Scrapbook & mood boards layout 2.4 Sources of scrapbook & mood boards materials	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interviewing • Project
3. Develop graphic design concepts	3.1 Conceptualizing graphic design 3.2 Developing thumbnail sketches 3.3 Developing comprehensives sketches 3.4 Developing wireframes and prototypes	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interviewing • Project
4. Present design concepts	4.1 Design presentation techniques 4.2 SOPs for presentations	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Interviewing • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practical
- Discussions
- Direct instruction
- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics design software	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12

DIGITAL LITERACY

ISCED UNIT code: 0611 451 01A

TVET CDACC UNIT CODE: VA/CU/GD/BC/01/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply Digital Literacy

Duration of Unit: 40 Hours

Unit Description

This unit covers the competencies required to demonstrate digital literacy. It involves operating computer devices, solving tasks using the Office suite, managing data and information, performing online communication and collaboration, applying cyber security skills and job entry techniques, and performing jobs online.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Operate computer devices	6
2.	Solve tasks using Office suite	14
3.	Manage Data and Information	6
4.	Perform Online Communication and Collaboration	4
5.	Apply Cyber security Skills	4
6.	Perform Online Jobs	4
7.	Apply job entry techniques.	2
Total		40

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Operate computer devices	1.1 Meaning and importance of digital literacy 1.2 Functions and Uses of Computers 1.3 Classification of computers 1.4 Components of a computer system 1.5 Computer Hardware 1.5.1 The System Unit E.g. Motherboard, CPU, casing 1.5.2 Input Devices e.g. Pointing, keying, scanning, voice/speech recognition, direct data capture devices. 1.5.3 Output Devices e.g. hardcopy output and softcopy output 1.5.4 Storage Devices e.g. main memory e.g. RAM, secondary storage (Solid state devices, Hard Drives, CDs & DVDs, Memory cards, Flash drives 1.5.5 Computer Ports e.g. HDMI, DVI, VGA, USB type C etc. 1.6 Classification of computer software 1.7 Operating system functions 1.8 Procedure for turning/off a computer 1.9 Mouse use techniques 1.10 Keyboard Parts and Use Techniques 1.11 Desktop Customization 1.12 File and Files Management using an operating system 1.13 Computer Internet Connection Options 1.13.1. Mobile Networks/Data Plans 1.13.2. Wireless Hotspots 1.13.3. Cabled (Ethernet/Fiber) 1.13.4. Dial-Up 1.14 Satellite 1.15 Computer external devices	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	management 1.15.1. Device connections 1.15.2. Device controls (volume controls and display properties)	
2. Solve tasks using office suite	2.1 Meaning and Importance of Word Processing 2.2 Examples of Word Processors 2.3 Working with word documents 2.3.1 Open and close word processor 2.3.2 Create a new document 2.3.3 Save a document 2.3.4 Switch between open documents 2.4 Enhancing productivity 2.4.1 Set basic options/preferences 2.4.2 Help resources 2.4.3 Use magnification/zoom tools 2.4.4 Display, hide built-in tool bar 2.4.5 Using navigation tools 2.5 Typing Text 2.6 Document editing (copy, cut, paste commands, spelling and Grammar check) 2.7 Document formatting 2.7.1 Formatting text 2.7.2 Formatting paragraph 2.7.3 Formatting styles 2.7.4 Alignment 2.7.5 Creating tables 2.7.6 Formatting tables 2.8 Graphical objects 2.8.1 Insert object (picture, drawn object) 2.8.2 Select an object 2.8.3 Edit an object 2.8.4 Format an object 2.9 Document Print setup	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	<p>2.9.1 Page layout, 2.9.2 Margins set up 2.9.3 Orientation.</p> <p>2.10 Word Document Printing</p> <p>2.11 Meaning & Importance of electronic spreadsheets</p> <p>2.12 Components of Spreadsheets</p> <p>2.13 Application areas of spreadsheets</p> <p>2.14 Using spreadsheet application</p> <p>2.14.1 Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.</p> <p>2.14.2 Cell Data Types</p> <p>2.14.3 Block operations</p> <p>2.14.4 Arithmetic operators (formula bar (-, +,</p> <p>2.14.5 Cell Referencing</p> <p>2.15 Data Manipulation</p> <p>2.15.1 Using Functions (Sum, Average, Sum IF, Count, Max, Max, IF, Rank, Product, mode etc.)</p> <p>2.15.2 Using Formulae</p> <p>2.15.3 Sorting data</p> <p>2.15.4 Filtering data</p> <p>2.15.5 Visual representation using charts</p> <p>2.15.6 Worksheet printing</p> <p>2.16 Electronic Presentations</p> <p>2.17 Meaning and Importance of electronic presentations</p> <p>2.18 Examples of Presentation Software</p> <p>2.19 Using the electronic presentation application</p> <p>2.19.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>toolbar, and scroll bars).</p> <p>2.19.2 Open and close presentations</p> <p>2.19.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.19.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.19.5 Use magnification/zoom tools</p> <p>2.19.6 Apply or change a theme.</p> <p>2.19.7 Save a presentations</p> <p>2.19.8 Switch between open presentations</p> <p>2.20Developing a presentation</p> <p>2.20.1 Presentation views</p> <p>2.20.2 Slides</p> <p>2.20.3 Master slide</p> <p>2.21Text</p> <p>2.21.1 Editing text</p> <p>2.21.2 Formatting</p> <p>2.21.3 Tables</p> <p>2.22Charts</p> <p>2.22.1 Using charts</p> <p>2.22.2 Organization charts</p> <p>2.23Graphical objects</p> <p>2.23.1 Insert, manipulate</p> <p>2.23.2 Drawings</p> <p>2.24Prepare outputs</p> <p>2.24.1 Applying slide effects and transitions</p> <p>2.25Check and deliver</p> <p>2.25.1 Spell check a presentation</p> <p>2.25.2 Slide orientation</p> <p>2.25.3 Slide shows, navigation</p> <p>2.26 Print presentations (slides and handouts)</p>	

Learning Outcome	Content	Suggested Assessment Methods
3. Manage data and information	3.1 Meaning of Data and information 3.2 Importance and Uses of data and information 3.3 Types of internet services 3.3.1 Communication Services 3.3.2 Information Retrieval Services 3.3.3 File Transfer 3.3.4 World Wide Web Services 3.3.5 Web Services 3.3.6 Automatic Network Address Configuration 3.3.7 News Group 3.3.8 Ecommerce 3.4 Types of Internet Access Applications 3.5 Web browsing concepts 3.5.1 Key concepts 3.5.2 Security and safety 3.6 Web browsing 3.6.1 Using the web browser 3.6.2 Tools and settings 3.6.3 Clearing Cache and cookies 3.6.4 URIs 3.6.5 Bookmarks 3.6.6 Web outputs 3.7 Web based information 3.7.1 Search 3.7.2 Critical evaluation of information 3.7.3 Copyright, data protection 3.8 Downloads Management 3.9 Performing Digital Data Backup (Online and Offline) 3.10 Emerging issues in internet	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment
4. Perform online communication and	4.1. Netiquette principles 4.2. Communication concepts	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence

Learning Outcome	Content	Suggested Assessment Methods
collaboration	4.2.1 Online communities 4.2.2 Communication tools 4.2.3 Email concepts 4.3.Using email 4.3.1 Sending email 4.3.2 Receiving email 4.3.3 Tools and settings 4.3.4 Organizing email 4.4.Digital content copyright and licenses 4.5.Online collaboration tools 4.5.1 Online Storage (Google Drive) 4.5.2 Online productivity applications (Google Docs & Forms) 4.5.3 Online meetings (Google Meet/Zoom) 4.5.4 Online learning environments 4.5.5 Online calendars (Google Calendars) 4.5.6 Social networks (Facebook/Twitter - Settings & Privacy) 4.6.Preparation for online collaboration 4.6.1 Common setup features 4.6.2 Setup 4.7.Mobile collaboration 4.7.1 Key concepts 4.7.2 Using mobile devices 4.7.3 Applications 4.7.4 Synchronization	<ul style="list-style-type: none"> • Project • Written assessment • Practical assessment • Oral assessment •
5. Apply cybersecurity skills	5.1 Data protection and privacy 5.1.1 Confidentiality of data/information 5.1.2 Integrity of data/information 5.1.3 Availability of data/information 5.2 Internet security threats 5.2.1 Malware attacks	<ul style="list-style-type: none"> • Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment

Learning Outcome	Content	Suggested Assessment Methods
	5.2.2 Social engineering attacks 5.2.3 Distributed denial of service (DDoS) 5.2.4 Man-in-the-middle attack (MitM) 5.2.5 Password attacks 5.2.6 IoT Attacks 5.2.7 Phishing Attacks 5.2.8 Ransomware 5.3 Computer threats and crimes 5.4 Cybersecurity control measures 5.4.1 Physical Controls 5.4.2 Technical/Logical Controls (Passwords, PINs, Biometrics) 5.4.3 Operational Controls 5.5 Laws governing protection of ICT in Kenya 5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018 5.5.2 The Data Protection Act No. 24 Of 2019	<ul style="list-style-type: none"> • Oral assessment
6. Perform online jobs	6.1 Introduction to online working 6.2 Types of online Jobs 6.3 Online job platforms 6.3.1 Remotask 6.3.2 Data annotation tech 6.3.3 Cloud worker 6.3.4 Upwork 6.3.5 OneForma 6.3.6 Appen 6.4 Online account and profile management 6.5 Identifying online jobs/job bidding 6.6 Online digital identity 6.7 Executing online tasks 6.8 Management of online payment accounts.	<ul style="list-style-type: none"> • Observation • Oral assessment • Portfolio of evidence • Third party report • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
7. Apply job entry techniques	7.1 Types of job opportunities 7.1.1 Self-employment 7.1.2 Service provision 7.1.3 product development 7.1.4 salaried employment 7.2 Sources of job opportunities 7.3 Resume/ curriculum vitae 7.3.1 What is a CV 7.3.2 How long should a CV be 7.3.3 What to include in a AC 7.3.4 Format of CV 7.3.5 How to write a good CV 7.3.6 Don'ts of writing a CV 7.4 Job application letter 7.4.1 What to include 7.4.2 Addressing a cover letter 7.4.3 Signing off a cover letter 7.5 Portfolio of Evidence 7.5.1 Academic credentials 7.5.2 Letters of commendations 7.5.3 Certification of participations 7.5.4 Awards and decorations 7.6 Interview skills 7.6.1 Listening skills 7.6.2 Grooming 7.6.3 Language command 7.6.4 Articulation of issues 7.6.5 Body language 7.6.6 Time management 7.6.7 Honesty 7.7 Generally knowledgeable in current affairs and technical area	<ul style="list-style-type: none"> • Observation • Oral assessment • Portfolio of evidence • Written assessment

Suggested Methods Instruction

- Practical
- Projects

- Demonstrations
- Group discussions
- Direct instruction

Recommended Resources for 25 Trainers

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
20)	Power point presentations	For trainer's use	1	1:25
21)	Sample CVs	For trainee's use	5	1:5
22)	Sample job applications	For trainee's use	5	1:5
B	Learning Facilities & infrastructure			
23)	Lecture/theory room		1	1:25
24)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainee's use	25	1:1
25)	Internet connection	For trainees and trainer's use	1 Access point	1:25
26)	Whiteboard	For trainer's use	1	1:25
27)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
28)	Printing papers	For trainer and trainee use	Varies	Varies
29)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
30)	Printers	For trainer's use	2	1:12
31)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
32)	Projector	For trainer's use	1	1:25

DESIGN ELEMENTS AND PRINCIPLES

ISCED Unit Code: 0211 451 06A

TVET CDACC unit Code: VA/CU/GD/CC/02/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **apply design elements and principles**

Duration of Unit: 40 hours

Unit Description

This unit specifies the competencies required to apply design elements and principles. It involves: demonstrating elements of design, principles of design and creating 2D and 3D art forms.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Demonstrate Elements of Design	13
2.	Demonstrate Principles of Design	7
3.	Create an Artwork	20
Total		40

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1 Demonstrate elements of design	1.1 Introduction to design 1.1.1 Line 1.1.2 Colour 1.1.3 Space 1.1.4 Shape 1.1.5 Texture 1.1.6 Scale/size 1.1.7 Value 1.1.8 Form	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Project

Learning Outcome	Content	Suggested Assessment Methods
	1.1.9 Application of elements to graphic design	
2 Demonstrate principles of design	2.1 Contrast 2.2 Alignment 2.3 Repetition 2.4 Proximity 2.5 Movement 2.6 Application of principles to graphic design	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
3 Create an artwork	3.1 Introduction to drawing and painting 3.2 Approaches to drawing and painting <ul style="list-style-type: none"> 3.2.1 Observation 3.2.2 Memory 3.2.3 Imagination 3.3 Rendering techniques <ul style="list-style-type: none"> 3.3.1 Stippling 3.3.2 Hatching 3.3.3 Shading 3.3.4 Painting 3.3.5 Colouring 3.4 Painting	<ul style="list-style-type: none"> • Observation • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions

- Direct instruction
- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics design software	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12
13)	Drawing tools & materials	For trainee's use	25	1:1

DIGITAL GRAPHIC DESIGN

ISCED Unit Code: 0211 451 01A

TVET CDACC unit Code: VA/CU/GD/CR/02/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **create digital graphics**.

Duration of Unit: 180 hours

Unit Description

This unit specifies the competencies required to create digital graphics. It involves creating vector graphics, capture photos and videos, editing photos and images and compositing photos and images.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Create Vector Graphics	72
2.	Capture Photos	18
3.	Edit Photos and Images	54
4.	Composite Photos and Images	36
Total		180

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create vector graphics	1.1 Introduction to vector graphic 1.2 Introduction to vector-based software 1.2.1 Document set-up 1.2.2 Vector based software tools 1.2.3 Vector creation techniques	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Project

Learning Outcome	Content	Suggested Assessment Methods
	1.2.4 Vector graphic rendering 1.2.5 Vector artwork saving and exporting	
2. Capture photos	2.1 Introduction to photography 2.2 Photography compositions 2.2.1 Types of shots 2.2.2 Framing 2.2.3 Angles 2.3 Camera settings 2.4 Capturing photos 2.5 Lighting 2.6 Importing and sending photos	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
3. Edit photos and images	3.1 Introduction to post production 3.2 Post production software 3.3 Post production process(es) 3.4 Image retouching, editing and adjustments 3.5 Saving and exporting photos and images	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
4. Composite photos and images	4.1 Introduction to compositing and photo manipulation 4.2 Compositing software 4.3 Compositing techniques 4.4 Saving and exporting compositions	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practical

- Discussions
- Direct instruction
- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics design software	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard/ Flipcharts	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12
13)	Drawing tools & materials	For trainee's use	25	1:1
14)	Camera/photography equipment	For trainee's use	2	1:12

MODULE II

GRAPHIC ILLUSTRATIONS I

ISCED Unit Code: 0211 451 04A

TVETCDACC UNIT CODE: VA/CU/GD/CR/03/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: produce graphic illustrations

Duration of Unit: 180 hours

Unit Description

This unit specifies the competencies required to **produce graphic illustrations**. It involves creating graphic illustrations, advertisement illustrations and info graphics.

Summary of Learning Outcomes

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

S/NO	Learning Outcomes	Duration (Hours)
1	Create graphical illustrations	30
2	Create advertisement illustrations	60
3	Create infographics	90
TOTAL		180

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create graphical illustrations	1.1 Introduction to graphical illustrations 1.2 Techniques and process of traditional graphic illustrations 1.3 Digital graphic illustration 1.4 Techniques and process of digital graphical illustrations	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Project

Learning Outcome	Content	Suggested Assessment Methods
2. Create advertisement illustrations	2.1 Introduction to advertisement illustrations 2.2 Techniques and process of traditional advertisement illustrations 2.3 Introduction to digital advertisement illustration 2.4 Techniques and process of digital advertisement illustrations	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
3. Create infographics	3.1 Introduction to infographics 3.2 Techniques and process of creating infographics 3.3 Application of infographics	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practice by the trainee
- Discussions
- Direct instruction
- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics	For trainee's use	25	1:1

	design software			
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard/ Flipcharts	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12
13)	Drawing tools, equipment & materials	For trainee's use	25	1:1
14)	Camera/photography equipment	For trainee's use	2	1:12

WORK ETHICS AND PRACTICES

ISCED Unit Code: 0417 451 03A

UNIT CODE: VA/CU/GD/BC/03/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: Apply work ethics and practices.

Duration of Unit: 40 hours

Unit Description

This unit covers competencies required to demonstrate employability skills. It involves the ability to: conduct self-management, promote ethical work practices and values, promote teamwork, manage workplace conflicts, maintain professional and personal development, apply problem solving, and promote customer care.

Summary of Learning Outcomes

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

S/NO	Learning Outcomes	Duration (Hours)
1	Apply self-management skills	10
2	Promote ethical practices and values	10
3	Promote Teamwork	5
4	Maintain professional and personal development	5
5	Apply Problem-solving skills	5
6	Promote Customer care.	5
TOTAL		40

Learning Outcomes, Content, and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply self-management skills	1.1 Self-awareness 1.2 Formulating personal vision, mission, and goals 1.3 Healthy lifestyle practices 1.4 Strategies for overcoming work	<ul style="list-style-type: none">● Observation● Portfolio of evidence● Project● Practical● Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	challenges 1.5 Emotional intelligence 1.6 Coping with Work Stress. 1.7 Assertiveness versus aggressiveness and passiveness 1.8 Developing and maintaining high self-esteem 1.9 Developing and maintaining positive self-image 1.10 Time management 1.11 Setting performance targets 1.12 Monitoring and evaluating performance targets	<ul style="list-style-type: none"> ● Oral assessment
2. Promote ethical work practices and values	2.1 Integrity 2.2 Core Values, ethics and beliefs 2.3 Patriotism 2.4 Professionalism 2.5 Organizational codes of conduct 2.6 Industry policies and procedures	<ul style="list-style-type: none"> ● Portfolio of evidence ● Project ● Practical ● Observation ● Written assessment ● Oral assessment
3. Promote teamwork	3.1 Types of teams 3.2 Team building 3.3 Individual responsibilities in a team 3.4 Determination of team roles and objectives 3.5 Team parameters and relationships 3.6 Benefits of teamwork 3.7 Qualities of a team player <ul style="list-style-type: none"> 3.7.1 Leading a team 3.7.2 Team performance and evaluation 3.7.3 Conflicts and conflict resolution 3.7.4 Gender and diversity mainstreaming 	<ul style="list-style-type: none"> ● Observation ● Written assessment ● Oral assessment ● Portfolio of evidence ● Project ● Practical

Learning Outcome	Content	Suggested Assessment Methods
	3.7.5 Developing Healthy workplace relationships 3.7.6 Adaptability and flexibility 3.7.7 Coaching and mentoring skills	
4. Maintain Professional and Personal Development	4.1. Personal vs professional development and growth 4.2. Avenues for professional growth 4.3. Recognizing career advancement 4.4. Training and career opportunities 4.5. Assessing training needs 4.6. Mobilizing training resources 4.7. Licenses and certifications for professional growth and development 4.8. Pursuing personal and organizational goals 4.9. Managing work priorities and commitments 4.10. Dynamism and on-the-job learning	<ul style="list-style-type: none"> ● Project ● Practical ● Observation ● Written assessment ● Oral assessment ● Portfolio of evidence
5. Apply problem-solving skills	5.1 Causes of problems 5.2 Methods of solving problems 5.3 Problem-solving process 5.4 Decision making 5.5 Creative thinking and critical thinking process in development of innovative and practical solutions	<ul style="list-style-type: none"> ● Observation ● Project ● Portfolio of evidence ● Practical ● Written assessment ● Oral assessment
6. Promote customer care	6.1 Identifying customer needs 6.2 Qualities of good customer service 6.3 Customer feedback methods	<ul style="list-style-type: none"> ● Observation ● Project ● Practical ● Portfolio of evidence

Learning Outcome	Content	Suggested Assessment Methods
	6.4 Resolving customer concerns 6.5 Customer outreach programs 6.6 Customer retention	<ul style="list-style-type: none"> • Written assessment • Oral assessment

Suggested Methods of Instruction

- Practical
- Projects
- Demonstrations
- Group discussions
- Direct instruction

Recommended Resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
2)	Charts	For trainees and Trainer's use	6-10	1:5 pr 1:10
3)	Video clips	For trainees and Trainer's use	Varies	Varies
4)	Audio tapes	For trainees and Trainer's use	Varies	Varies
B	Learning Facilities & infrastructure			
5)	Lecture/theory room	For Trainer/trainee's use	1	1:25
6)	Computers	For trainee's use	25	1:1
7)	Radio sets	For trainee's use	3-5	1:5 or 1:10
8)	TV sets	For trainee's use	3-5	1:5 or 1:10
C	Consumable materials			
9)	Stationery	For trainees and trainer's use	Varies	Varies
D	Tools and Equipment			
10)	LCD projectors	For trainer's use	1	1:25

GRAPHIC ARTWORK PRODUCTION

ISCED Unit Code: 0211 451 03A

TVET CDACC unit Code: VA/CU/GD/CR/04/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: produce graphic design artwork

Duration of Unit: 160 hours

Unit Description

This unit specifies the competencies required to produce graphic design artwork. It involves; preparing graphic design quotation, prepress artwork and carry out graphic design production.

Summary of Learning Outcomes

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

S/NO	Learning Outcomes	Duration (Hours)
1	Prepare graphic design quotation	27
2	Prepress artwork	53
3	Carry out graphic design production	80
Total		160

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare graphic design quotation	<div>1.1 Introduction to design pricing</div> <div>1.2 Types of costing</div> <div>1.2.1 Fixed vs Variable costs</div> <div>1.2.2 Operating vs non-operating</div> <div>1.2.3 (overhead) costs</div> <div>1.3 Types of pricing</div>	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Project

Learning Outcome	Content	Suggested Assessment Methods
	1.3.1 Flat rate/hourly billing 1.3.2 Project based billing 1.3.3 Value based billing 1.4 Project scoping. 1.5 Project scheduling 1.6 Creating financial documents 1.6.1 Quotations 1.6.2 Invoices 1.6.3 Receipts	
2. Prepress artwork	2.1 Introduction to prepress 2.2 Meaning of terms 2.3 Types of printing press 2.3.1 Offset lithography 2.3.2 Flexography 2.3.3 Roto gravure 2.3.4 Digital printer 2.3.5 Plotter 2.3.6 Serigraphy 2.3.7 Block printing 2.4 Artwork preparation for press 2.5 Introduction to printing materials 2.6 Meaning of terms 2.7 Types of printing material 2.7.1 Fabric 2.7.2 Paper 2.7.3 Vinyl 2.7.4 Boards and sheets 2.8 Printing material sourcing	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Learning Outcome	Content	Suggested Assessment Methods
3. Carry out graphic design production	3.1 Introduction to graphic design production 3.2 Meaning of terms 3.3 Print production processes 3.3.1 Offset lithography 3.3.2 Flexography 3.3.3 Roto gravure 3.3.4 Digital printing 3.3.5 Plotter 3.3.6 Serigraphy 3.3.7 Block printing 3.4 Artwork Postproduction 3.4.1 Gathering 3.4.2 Collating 3.4.3 Binding 3.4.4 Die cutting and trimming 3.4.5 Emboss / Deboss 3.4.6 Lamination 3.4.7 UV Varnishing 3.4.8 Heming 3.4.9 Creasing 3.4.10 Engraving	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practical
- Discussions
- Direct instruction

- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics design software	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard/ Flipcharts	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers/Printing press	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12
13)	Drawing tools & materials	For trainee's use	25	1:1

COMMUNICATION SKILLS

ISCED Unit Code: 0031 451 02A

TVET CDACC Unit Code: VA/CU/GD/BC/02/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: Apply communication skills

Duration of Unit: 40 hours

Unit Description

This unit covers the competencies required to apply communication skills. It involves applying communication channels, written, non-verbal, oral, and group communication skills.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Apply communication channels	5
2.	Apply written communication skills	10
3.	Apply non-verbal communication skills	10
4.	Apply oral communication skills	5
5.	Apply group discussion skills	10
Total		40

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply communication channels	1.1 Communication process 1.2 Principles of effective communication 1.3 Channels/medium/modes of communication 1.4 Factors to consider when	<ul style="list-style-type: none">• Practical assessment• Observation• Portfolio of Evidence• Oral questions• Written assessment

	<p>selecting a channel of communication</p> <p>1.5 Barriers to effective communication</p> <p>1.6 Flow/patterns of communication</p> <p>1.7 Sources of information</p> <p>1.8 Organizational policies</p>	<ul style="list-style-type: none"> • Third party report
2. Apply written communication skills	<p>2.1 Types of written communication</p> <p>2.2 Elements of communication</p> <p>2.3 Organization requirements for written communication</p>	<ul style="list-style-type: none"> • Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
3. Apply non-verbal communication skills	<p>3.1 Utilize body language and Gestures</p> <p>3.2 Apply body posture</p> <p>3.3 Apply workplace dressing code</p>	<ul style="list-style-type: none"> • Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
4. Apply oral communication skills	<p>4.1 Types of oral communication pathways</p> <p>4.2 Effective questioning techniques</p> <p>4.3 Workplace etiquette</p> <p>4.4 Active listening</p>	<ul style="list-style-type: none"> • Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report

5. Apply group discussion skills	5.1 Establishing rapport 5.2 Facilitating resolution of issues 5.3 Developing action plans 5.4 Group organization techniques 5.5 Turn-taking techniques 5.6 Conflict resolution techniques 5.7 Team-work	<ul style="list-style-type: none"> • Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
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Suggested Methods of Instruction

- Discussion
- Roleplaying
- Simulation
- Direct instruction
- Demonstration
- Field trips

Recommended Resources for 25 trainees

S/no.	Category/item	Description/specification	Quantity	Recommended ratio(item: trainee)
A. Learning materials				
1.	Case studies	Published case studies	5	1:5
2.	Business plan templates	Standard business plan templates	5	1:5
3.	Video clips	Digital types	25	1:25
4.	Newspapers and Handouts	Well reputed news papers	5	1:5
5.	Business Journals	Well reputed journals	5	1:5
B. Learning facilities and infrastructure				
1.	Lecture/theory room	72m ²	1	1:25
2.	Whiteboard	4 feet by 8 feet	1	1:25
3.	Projector	LCD High resolution	1	1:25
4.	Computers	RAM: 8GB	25	1:25
5.	Printers	Ink Jet	2	1:13
6.	Smart TV	LCD	1	1:25

7.	Internet connection	Adequate speed		1:25
C. Consumable materials				
1.	Stationary materials	Pens, pencils, papers	Enough for 25	1:25
2.	Assorted whiteboard markers	Non-permanent	Enough for 25	1:25

MODULE III

GRAPHIC DESIGN ARTWORK

ISCED UNIT code: 0211 451 05A

TVET CDACC Unit Code: VA/CU/GD/CR/05/5/MA

Relationship to occupational standards

This unit addresses the unit of competency: Create Graphic Artwork.

Duration of unit: 360 hours

Unit Description

This unit specifies the competencies required to create graphic artwork. It involves designing logo, developing corporate stationery, brand guide, creating packaging design, promotional design, advertising design, website design creating publication design and signage design.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Design logo	8
2.	Develop corporate stationery	16
3.	Develop brand guide	48
4.	Create packaging design	32
5.	Create promotional design	24
6.	Create advertising design	56
7.	Create website design	64
8.	Create publication design	72
9.	Create signage design	40
Total		360

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Design logo	1.1 Introduction to Logo design 1.2 Types of logos 1.3 Logo design process 1.4 Logo design presentation	<ul style="list-style-type: none">• Written tests• Observation• Oral questions• Project

Learning Outcome	Content	Suggested Assessment Methods
2. Develop corporate stationery	2.1 Corporate stationery design 2.2 Types of corporate stationery 2.3 Stationery design process 2.4 Stationery design presentation 2.5 Stationery printing process	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
3. Develop brand guide	3.1 Introduction to brand guidelines 3.2 Contents of a brand guideline <ul style="list-style-type: none"> 3.2.1 Logo guidelines 3.2.2 Colour guidelines 3.2.3 Typography guidelines 3.2.4 Imagery guidelines 3.3 Brand guide development process 3.4 Brand guide presentation	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
4. Create packaging design	4.1 Introduction to packaging design 4.2 Types of packaging 4.3 Packaging materials 4.4 Packaging design process 4.5 Packaging design presentation 4.6 Packaging production process	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
5. Create promotional design	5.1 Introduction to promotional items 5.2 Types of promotional items 5.3 Promotional design process 5.4 Promotional design presentation 5.5 Promotional material production process	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Learning Outcome	Content	Suggested Assessment Methods
6. Create advertising design	6.1 Introduction to advertising design 6.2 Types of advertising 6.3 Advertising design process 6.4 Advertising design presentation	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
7. Create website design	7.1 Introduction to website design 7.2 Types of websites 7.3 Website design process 7.4 Website design presentation	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
8. Create publication design	8.1 Introduction to publication design 8.2 Types of publication 8.3 Publication design process 8.4 Publication design presentation 8.5 Publication production process	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project
9. Create signage design	9.1 Introduction to signage design 9.2 Types of signage 9.3 Signage materials 9.4 Signage design process 9.5 Signage design presentation 9.6 Signage production process	<ul style="list-style-type: none"> • Written tests • Observation • Oral questions • Project

Suggested methods of delivery

- Project
- Demonstration by trainer
- Practical
- Discussions
- Direct instruction
- Case study
- Audio –visual aids

Recommended resources for 25 Trainees

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
B	Learning Facilities & infrastructure			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac) and graphics design software	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 Access point	1:25
5)	Whiteboard/ Flipcharts	For trainer's use	1	1:25
6)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
7)	Printing papers	For trainer and trainee use	Varies	Varies
8)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
9)	Printers	For trainee's use	2	1:12
10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
11)	Projector	For trainer's use	1	1:25
12)	Graphics Tablet	For trainee's use	2	1:12
13)	Drawing tools & materials	For trainee's use	25	1:1

ENTREPRENEURIAL SKILLS

ISCED UNIT code: 0413 451 04A

TVET CDACC Unit Code: VA/CU/GD/BC/04/5/MA

Relationship to occupational standards

This unit addresses the unit of competency: Apply Entrepreneurial skills.

Duration of unit: 40 hours

Unit Description:

This unit covers the competencies required to demonstrate an understanding of entrepreneurship. It involves demonstrating an understanding of financial literacy, applying entrepreneurial concepts identifying entrepreneurship opportunities, applying business legal aspects, and developing business innovative strategies and business plans.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Apply Financial Literacy	5
2.	Apply Entrepreneurial Concept	5
3.	Identify Entrepreneurship Opportunities	5
4.	Apply Business Legal Aspects	10
5.	Innovate Business Strategies	5
6.	Develop Business Plan	10
Total		40

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Apply Financial Literacy	1.1. Personal finance management 1.2. Balancing between needs and wants 1.3. Budget Preparation 1.4. Saving management 1.5. Factors to consider when deciding where to save	<ul style="list-style-type: none">• Practical• Portfolio of evidence• Project• Observation• Written assessment• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	1.6. Debt management 1.7. Factors to consider before taking a loan 1.8. Investment decisions 1.9. Types of investments 1.10. Factors to consider when investing money 1.11. Insurance services 1.12. Insurance products available in the market 1.13. Insurable risks	<ul style="list-style-type: none"> • Third party reports • Interviews
2. Apply Entrepreneurial Concept	2.1 Difference between Entrepreneurs and Business persons 2.2 Types of entrepreneurs 2.3 Ways of becoming an entrepreneur 2.4 Characteristics of Entrepreneurs 2.5 salaried employment and self-employment 2.6 Requirements for entry into self-employment 2.7 Roles of an Entrepreneur in an enterprise 2.8 Contributions of Entrepreneurship	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
3. Identify Entrepreneurship Opportunities	3.1 Sources of business ideas 3.2 Factors to consider when evaluating business opportunity 3.3 Business life cycle	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
4. Apply Business Legal Aspects	4.1 Forms of business ownership 4.2 Business registration and licensing processing 4.3 Types of contracts and agreements 4.4 Employment laws	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report

Learning Outcome	Content	Suggested Assessment Methods
	4.5 Taxation laws	
5. Innovate Business Strategies	5.1 Creativity in business 5.2 Innovative business strategies 5.3 Entrepreneurial Linkages 5.4 ICT in business growth and development	<ul style="list-style-type: none"> • Observation • Project • Written assessment • Oral assessment • Third party report
6. Develop Business Plan	6.1 Business description 6.2 Marketing plan 6.3 Organizational/Management 6.4 plan 6.5 Production/operation plan 6.6 Financial plan 6.7 Executive summary 6.8 Business plan presentation 6.9 Business idea incubation	<ul style="list-style-type: none"> • Observation • Written assessment • Project • Oral assessment • Third party report

Suggested Methods of Instruction

- Direct instruction with active learning strategies
- Project (Business plan)
- Case studies
- Field trips
- Group Discussions
- Demonstration
- Question and answer
- Problem solving
- Experiential
- Team training
- Guest speakers

Recommended Resources for 25 trainees

S/no.	Category/item	Description/specification	Quantity	Recommended ratio(item: trainee)
A. Learning materials				
1.	Report writing templates	Digital report template	5	1:5
2.	Flashcards	Educational flash cards	5	1:5
3.	Flip charts	Educational flip charts	5	1:5
B. Learning facilities and infrastructure				

1.	Lecture/theory room	72m ²	1	1:25
2.	Whiteboard	4 feet by 8 feet	1	1:25
3.	Projector	LCD High resolution	1	1:25
4.	Computers	RAM: 8GB	25	1:25
5.	Printers	Ink Jet	2	1:13
C. Consumable materials				
1.	Printing Papers	A4	Enough for 25	1:25
2.	Assorted whiteboard markers	Non-permanent	Enough for 25	1:25
D. Tools and equipment				
1.	Mobile phones	Functioning smart phone	Enough for 25	1:25

DESIGN ETHICS AND LAW

ISCED Unit Code: 0211 451 08A

TVET CDACC unit Code: VA/CU/GD/CC/03/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: Demonstrate design ethics and law.

Duration of Unit: 40 hours

Unit Description

This unit specifies the competencies required to demonstrate design ethics. It involves determining canons of design, determining ethical standards of design and determining rules of conduct

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Determine Canons of design	4
2.	Determine Ethical design standards	12
3.	Determine Rules of conduct	16
4.	Apply intellectual property law	8
Total		40

Learning Outcomes, Content and Methods of assessment

Learning Outcome	Content	Methods of assessment
1. Determine Canons of design	1.1 Introduction canons of design 1.2 Meaning of terms 1.3 General obligations 1.4 Obligations to the public 1.5 Obligation to the clients 1.6 Obligations to the profession	<ul style="list-style-type: none">• Observation• Written tests• Assignments

Learning Outcome	Content	Methods of assessment
	1.7 Obligations to other designers	
2. Determine Ethical design standards	2.1 Introduction ethical design standards 2.2 Meaning of terms 2.3 Knowledge and skill 2.4 Human rights 2.5 Promotion of design profession 2.6 Conduct 2.7 Civic responsibility 2.8 Competence 2.9 Contracts, Fees and billing 2.10 Conflict of interest 2.11 Truthfulness 2.12 Security 2.13 Confidentiality 2.14 Integrity 2.15 Compensation 2.16 Dignity and integrity 2.17 Professional environment	<ul style="list-style-type: none"> • Observation • Written tests • Assignments
3. Determine Rules of conduct	3.1 Introduction to rules of conduct 3.2 Meaning of terms 3.3 Application of professional and technical knowledge and skill 3.4 Indiscrimination on the basis of race, sex etc. 3.5 Violation of law	<ul style="list-style-type: none"> • Observation • Written tests • Oral questioning • Assignments

Learning Outcome	Content	Methods of assessment
4. Apply Intellectual Property Law	4.1 Introduction to intellectual property law 4.2 Meaning of terms 4.3 Patents 4.4 Utility model 4.5 Copyrights 4.6 Trademarks 4.7 Trade secrets	<ul style="list-style-type: none"> • Observation • Written tests • Oral questioning • Assignments

Suggested Delivery Methods

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

Recommended Resources for 25 trainees

S/No.	Category/Item	Description/Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	Learning Materials			
1)	Power point presentations	For trainer's use	1	1:25
2)	Sample code of conduct and ethics	For trainee's use	5	1:5
B	Learning Facilities & infrastructure			
3)	Lecture/theory room		1	1:25
4)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainee's use	25	1:1
5)	Internet connection	For trainees and trainer's use	1 Access point	1:25
6)	Whiteboard	For trainer's use	1	1:25
7)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	Consumable materials			
8)	Printing papers	For trainer and trainee use	Varies	Varies
9)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	Tools and Equipment			
10)	Printers	For trainer's use	2	1:12

11)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
12)	Projector	For trainer's use	1	1:25