REPUBLIC OF KENYA

COMPETENCY BASED MODULAR CURRICULUM

FOR

FINE ART

KNQF LEVEL 5

(CYCLE 3)

PROGRAMME ISCED CODE: 0213 454A

TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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 Fine Art 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 upskilling.

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

CHAIRMAN
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 Fine Art 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 Fine Art 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 Visual Sector acquire competencies to perform their work more efficiently and effectively.

COUNCIL SECRETARY/CEO

TVET CDACC

ABBREVIATIONS AND ACRONYMS

A   Control version
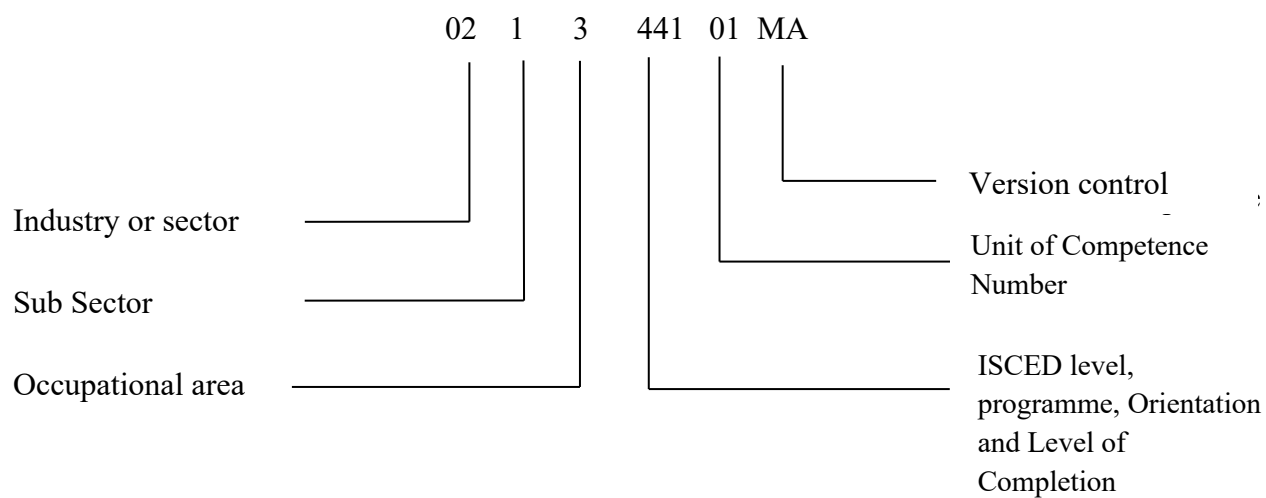
AIDS   Acquired Immunodeficiency Syndrome

BC   Basic Unit

CAD   Computer Aided Design

CBET   Competency Based Education and Training

CC   Common units

CDACC   Curriculum Development Assessment Certification Council

CEO   Council Secretary

CPU   Central Processing Unit

CR   Core Unit

FA   Fine Arts

HIV   Acquired Immunodeficiency Virus

ICT   Information Communication Technology

KNQA   Kenya National Qualifications Authority

OS   Occupational Standard

OSH   Occupational Safety and Health

OSHS   Occupation Safety and Health Standards

PESTEL   Political Environmental Social Technological Economic Legal

PPEs   Personal Protective Equipment

SOP   Standard Operating Procedure

SSAC   Sector Skills Advisory Committee

SWOT   Strength Weakness Opportunity Threat

TVET   Technical Vocational Education and Training

VA   Visual Arts

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TABLE OF CONTENTS

KEY TO UNIT CODE

KEY TO ISCED UNIT CODE

02   1   3   441   01   MA

Version control

Unit of Competence Number

Industry or sector

Sub Sector

Occupational area

ISCED level, programme, Orientation and Level of Completion

KEY TO TVET CDACC UNIT CODE

VA /CU /FA /BC /01 / 5 /MA

Industry or sector

Curriculum

Occupational area

Type of Unit

Unit number

Competency level

Version control

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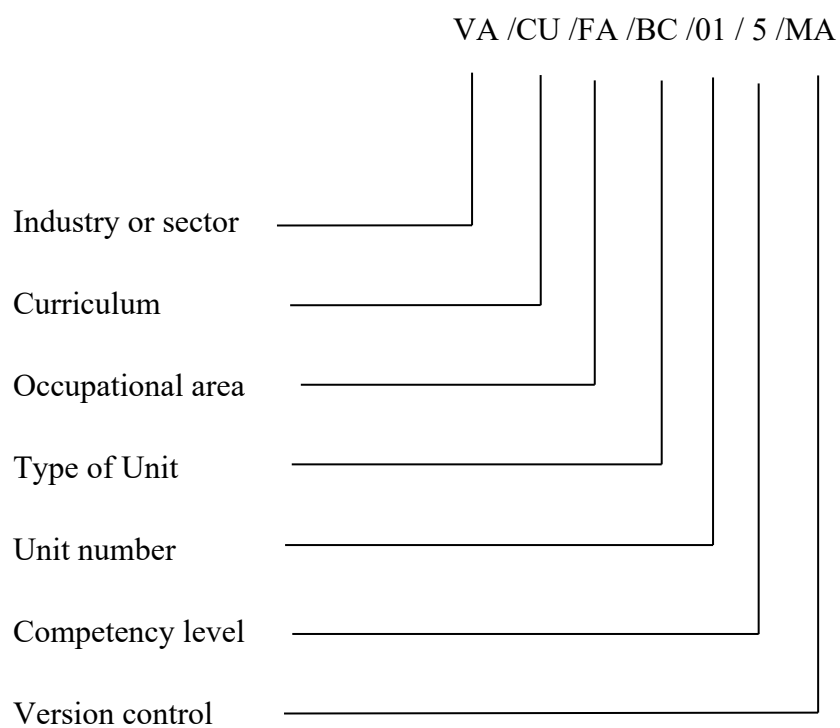
COURSE OVERVIEW

Fine Art Level 5 qualification consists of competencies that an individual must achieve to offer Fine Art Services. It involves Free-Hand Drawing I, 3D Shapes I, Media Artworks, Multimedia Craftwork and Painting I.

Summary of Units of Learning

ISCED Unit Code	TVET CDACC Unit Code	Unit of Learning Title	Duration in Hours	Credit Factor
MODULE I				
0611 451 01A	VA/CU/FA/BC/01/5/MA	Digital Literacy	40	4
0213 441 02A	VA/CU/FA/CC/01/5/MA	Art Elements and Principles	60	6
0213 441 03A	VA/CU/FA/CR/01/5/MA	Free-Hand Drawing I	180	18
0213 441 04A	VA/CU/FA/CR/02/5/MA	3D Shapes I	120	12
		SUB TOTAL	**400**	**40**
MODULE II				
0031 451 05A	VA/CU/FA/BC/02/5/MA	Communication Skills	40	4
0417 451 06A	VA/CU/FA/BC/03/5/MA	Work Ethics and Practices	40	4
0213 441 07A	VA/CU/FA/CC/02/5/MA	Technical Drawing	180	18
0213 441 08A	VA/CU/FA/CR/03/5/MA	Media Artworks	180	18
		SUB TOTAL	**440**	**44**
MODULE III				
0413 451 09A	VA/CU/FA/BC/04/5/MA	Entrepreneurial Skills	40	4
0213 441 10A	VA/CU/FA/CR/04/5/MA	Multimedia Craftwork	240	24
0213 441 11A	VA/CU/FA/CR/05/5/MA	Painting I	180	18
		SUB TOTAL	**460**	**46**
0213 441 12A	VA/CU/FA/CR/06/5/MA	Industry Training	480	48
		GRAND TOTAL	**1780**	**178**

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Entry Requirements

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

   a) Attained KCSE Mean Grade of D (plain)

Or

   b) Equivalent qualifications as determined by TVETA

Trainer Qualification

Qualifications of a trainer for this course include:

   a) Possession of a higher qualification than Fine Art level 5 or in related trade area;
   b) License by TVETA; and
   c) License by regulatory body (where applicable)

Industry Training

An individual enrolled in this course will be required to undergo Industry training for a minimum period of 480 hours in Fine Arts sector. 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 qualification. In the case of dual training model, industrial training shall be as guided by the dual training policy.

Credit Accumulation, Transfer and Exemptions

TVET CDACC guidelines on credit accumulation, transfer and exemptions shall apply.

Assessment

The course shall be assessed formatively and summatively:

   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) During summative assessment basic and common units may be integrated in the core units or assessed as discrete units.

d) Theoretical and practical weighting for each unit of learning shall be 30-70 for all units

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.

a) Assessment performance rating for each unit of competency shall be as follows:

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

b) Assessment for Recognition of Prior Learning (RPL) may lead to award of Certificate of Competency

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 Fine Art 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.

These certificates will be issued by TVET CDACC

MODULE I

DIGITAL LITERACY

ISCED CODE: 0611 451 01A

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

Relationship to Occupational Standards

This unit addresses the unit of competency: **Digital Literacy**

Unit Description

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

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 cybersecurity 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
		• Observation
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Practical assessment
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods

	1.13.2. Wireless Hotspots
	1.13.3. Cabled (Ethernet/Fiber)
	1.13.4. Dial-Up
	1.14 Satellite
	1.15 Computer external devices 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
		• Observation
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Practical assessment
		• Oral assessment

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Learning Outcome	Content	Suggested Assessment Methods
	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	
	2.9.1 Page layout,	
	2.9.2 Margins set up	
	2.9.3 Orientation.	
	2.10　　Word Document Printing	
	2.11　　Meaning & Importance of electronic spreadsheets	
	2.12　　Components of Spreadsheets	
	2.13　　Application areas of spreadsheets	
	2.14　　Using spreadsheet application	
	2.14.1　Parts of Excel screen: ribbon, formula bar, active cell, name box, column letter, row number, Quick Access Toolbar.	
	2.14.2　Cell Data Types	
	2.14.3　Block operations	
	2.14.4　Arithmetic operators (formula bar (-, +,	
	2.14.5　Cell Referencing	
	2.15　　Data Manipulation	
	2.15.1　Using Functions (Sum, Average, SumIF, Count, Max, Max, IF, Rank, Product, mode etc)	
	2.15.2　Using Formulae	
	2.15.3　Sorting data	
	2.15.4　Filtering data	

Learning Outcome	Content	Suggested Assessment Methods

	2.15.5 Visual representation using charts
	2.15.6 Worksheet printing
	2.16 Electronic Presentations
	2.17 Meaning and Importance of electronic presentations
	2.18 Examples of Presentation Software
	2.19 Using the electronic presentation application
	    2.19.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).
	    2.19.2 Open and close presentations
	    2.19.3 Creating Slides (Insert new slides, duplicate, or reuse slides.)
	    2.19.4 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).
	    2.19.5 Use magnification/zoom tools
	    2.19.6 Apply or change a theme.
	    2.19.7 Save a presentations
	    2.19.8 Switch between open presentations
	2.20 Developing a presentation
	    2.20.1 Presentation views
	    2.20.2 Slides
	    2.20.3 Master slide
	2.21 Text	

Learning Outcome	Content	Suggested Assessment Methods

	2.21.1 Editing text
	2.21.2 Formatting
	2.21.3 Tables
	2.22 Charts
	     2.22.1 Using charts
	     2.22.2 Organization charts
	2.23 Graphical objects
	     2.23.1 Insert, manipulate
	     2.23.2 Drawings
	2.24 Prepare outputs
	       2.24.1 Applying slide effects and transitions
	2.25 Check and deliver
	       2.25.1 Spell check a presentation
	       2.25.2 Slide orientation
	       2.25.3 Slide shows, navigation
	2.26 Print presentations (slides and handouts)	

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
		• Observation
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Practical assessment
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods

	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	

4. Perform online communication and collaboration	4.1. Netiquette principles
	4.2. Communication concepts
	  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
		• Observation
		• Portfolio of Evidence
		• Project
		• Written assessment
		• Practical assessment
		• Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	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	
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 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	• Observation • Portfolio of Evidence • Project • Written assessment • Practical assessment • Oral assessment

Learning Outcome	Content	Suggested Assessment Methods
	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	
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.	• Observation • Oral assessment • Portfolio of evidence • Third party report • Written assessment
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	• Observation • Oral assessment • Portfolio of evidence • Written assessment

Learning Outcome	Content	Suggested Assessment Methods
	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	

Suggested Methods Instruction

- Practical

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- 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)	Sample CVs	For trainee's use	5	1:5
	3)	Sample job applications	For trainee's use	5	1:5
B		**Learning Facilities & infrastructure**			
	4)	Lecture/theory room		1	1:25
	5)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainee's use	25	1:1
	6)	Internet connection	For trainees and trainer's use	1 connection	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
D		**Tools and Equipment**			
	11)	Printers	For trainer's use	2	1:12
	12)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
	13)	Projector	For trainer's use	1	1:25

ART ELEMENTS AND PRINCIPLES

ISCED CODE: 0213 441 02A

TVET CDACC UNIT CODE: VA/CU/FA/CC/01/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: **Apply art elements and principles**

Duration of Unit: 60 hours

Unit Description

This unit specifies the competencies required to apply art elements and principles. It involves applying art elements, applying art principles, demonstrating colour properties and carrying out artworks exhibition.

Summary of Learning Outcomes

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

S/No	Learning Outcomes	Duration (Hours)
1.	Apply Art Elements	12
2.	Apply Art Principles	13
3.	Demonstrate Colour Properties	15
4.	Carry Out Artworks Exhibitions	20
Total		**60**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Apply art elements.	1.1. Definition of terms
	1.2. Elements of art
	   1.2.1. Dot and line
	   1.2.2. Shape
	   1.2.3. Tone/ value
	   1.2.4. Texture
	   1.2.5. Colour
	1.3. Importance of art elements
	1.4. Application of art elements
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Report writing

2. Apply art principles	2.1 Definition of terms
	1.1 Principles of art and design
	   1.1.1 Balance
	   1.1.2 Rhythm and movement
	   1.1.3 Harmony (Unity and variety)
	   1.1.4 Emphasis and subordination/ Dominance
	   1.1.5 Proportion/ Scale
	1.2 Importance of principles of art
	1.3 Application of principles of art
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Report writing

3. Demonstrate colour properties	3.1 Introduction to colour
	3.2 Classification of colour
	   3.2.1 Primary
	   3.2.2 Tertiary
	   3.2.3 Secondary
	3.3 Colour wheel
	3.4 Properties of colour
	   3.4.1 Hue
	   3.4.2 Value
	   3.4.3 Intensity
	3.5 Colour schemes
	3.6 Application of colour schemes
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Report writing

4. Carryout artworks exhibition	1.1. Introduction of exhibition 1.2. Meaning of terms 1.3. Exhibition techniques 1.4. Elements and principles of	• Observation • Oral questions • Third party report • Written test

		exhibition design 1.5. Exhibition layouts	• Report writing

Suggested Methods of Instruction

- Demonstration by trainer

- Practice by the trainee

- Discussions

- Direct instruction

- Case study

- Audio –visual aids

- Group discussions

Recommended Resources

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)	Flip Charts	For trainer's use	5	1:5
B		**Learning Facilities & infrastructure**			
	3)	Functional Studio	1	1	1:25
	4)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainees and trainer's use	Varies	1:2
	5)	Internet connection	For trainees and trainer's use	1 connection	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	For trainer's use	Varies	Varies

		markers			
D		**Tools and Equipment**			
	10)	Printers	For trainer's use	2	1:12
	11)	External storage media	For trainer's use	1	1:1
	12)	Projector	For trainees and trainer's use	1	1:25

FREE-HAND DRAWING I

ISCED CODE: 0213 441 03A

UNIT CODE: VA/CU/FA/CR/01/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Perform free-hand drawing**

Duration of Unit: 180 hours

Unit Description

This unit specifies the competencies required to perform free-hand drawing. It involves drawing free-hand lines and shapes, creating media shades and patterns, creating observation drawings, drawing human figure 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 Free-Hand Lines And Shapes	60
2.	Create Pencil Shades And Patterns	60
3.	Create Observation Drawings	60
Total		**180**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Draw free-hand lines and shapes	1.1 Introduction to hand drawing 1.2 Drawing tools and techniques 1.3 Drawing shapes 1.4 Drawing rectilinear and curvilinear lines 1.5 Drawing line patterns	• Written test • Observation • Oral questioning • Projects and report writing • Third party report
2. Create media shades and patterns	2.1 Introduction to rendering techniques 2.2 Meaning of terms 2.3 Rendering techniques	• Written test • Observation • Oral questioning • Projects and report writing • Third party report
3. Create observation drawings	3.1 Introduction to observation drawing 3.2 Sketching processes 3.3 Still-life rendering	• Written test • Observation • Oral questioning • Projects and report writing • Third party report

Suggested Methods of Instruction

- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Case study
- Group discussions

Recommended Resources

S/No.		Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A		**Learning Materials**			
	1)	Dry and Wet Media Materials	For trainee's and trainer's use	Varies	Varies
B		**Learning Facilities & infrastructure**			
	2)	Lecture/theory room	For trainee's and trainer's use	1	1:25
	3)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainee's and trainer's use	Varies	1:2
	4)	Internet connection	For trainees and trainer's use	1 connectio n	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)	Digital Cameras	For trainee's and trainer's use	Varies	1:5
	10)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need

3D SHAPES I

ISCED CODE: 0213 441 04A

TVET CDACC UNIT CODE: VA/CU/FA/CR/02/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Create 3D shapes**

Duration of Unit: 120 hours

Unit Description

This unit specifies the competencies required to create 3D shapes. It involves performing technical drawing, creating 3D shape and producing 3D modelling

Summary of Learning Outcomes

1. Conduct 3D shapes research
2. Perform technical drawing
3. Generate 3D shapes

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Conduct 3D shapes research	1.1 Introduction to 3D models 1.2 Meaning of terms 1.3 3D emerging trends 1.4 3D shapes 1.5 Attributes of 3D shapes	• Written test • Observation • Oral questioning • Projects and report writing • Third party report
2. Perform technical	2.1 Introduction to technical drawing 2.2 Tools and materials	• Oral questioning • Observation

Learning Outcome	Content	Suggested Assessment Methods
drawing	2.3 Geometric lines and angles construction 2.4 Polygon construction 2.5 Oblique, isometric and orthographic projection 2.6 Perspective drawing	• Interviewing • Projects and report writing • Third party report

3. Generate 3D shapes	3.1 Introduction to 3D shapes
	3.2 Solid shapes
	   3.2.1 Cubes
	   3.2.2 Cuboids
	   3.2.3 Tetrahedrons
	   3.2.4 Cylinders and cones
	   3.2.5 Prisms
	3.3 Surface area calculation
	3.4 Construction process
		• Observation
		• Oral questioning
		• Projects and report writing
		• Third party report

Suggested Methods of Instruction
- Instructor led facilitation of theory
- Demonstration by trainer
- Practical work by trainee
- Viewing of related videos
- Case study
- Group discussions

Recommended Resources

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1)	Magazines	For trainee's use	5	1:5
2)	Videos	For trainee's use	5	1:5
3)	Text Books	For trainee's use	5	1:5
B	**Learning Facilities & infrastructure**			
4)	Functional Studio		1	1:25
5)	Computers with CAD software	For trainee's use	25	1:1
6)	Internet connection	For trainees and trainer's use	1 connection	1:25
7)	Drawing Tables	For trainees and trainer's use	1	1:25
8)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	**Consumable materials**			
9)	Modelling Materials	For trainer and trainee use	Varies	Varies
D	**Tools and Equipment**			
10	Digital Camera	For trainer's use	2	1:12
11	Digital Tablet	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
12	Technical Drawing Sets	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
13	Storage Devices	For trainer's use	1	1:25
14	Modelling Tools and Equipment	For trainer and trainee use	Varies	1:1 or 1:5 depending on need

MODULE II

COMMUNICATION SKILLS

ISCED CODE: 0031 451 05A

TVET CDACC UNIT CODE: VA/CU/FA/BC/02/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: **Demonstrate communication skills.**

Unit Description

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

Summary of Learning Outcomes

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.	10
2.	Apply written communication skills.	12
3.	Apply non-verbal skills.	4
4.	Apply oral communication skills.	4
5	Apply group communication 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 selecting a channel of communication 1.5. Barriers to effective communication 1.6. Flow/patterns of communication 1.7. Sources of information 1.8. Organizational policies	• Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
2. Apply written communication skills	2.1 Types of written communication 2.2 Elements of communication 2.3 Organization requirements for written communication	• Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
3. Apply non-verbal communication skills	3.1 Utilize body language and Gestures 3.2 Apply body posture 3.3 Apply workplace dressing code	• Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report

4. Apply oral communication skills	4.1 Types of oral communication pathways 4.2 Effective questioning techniques 4.3 Workplace etiquette 4.4 Active listening	• Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report
5. Apply group discussion skills	1.1 Establishing rapport 1.2 Facilitating resolution of issues 1.3 Developing action plans 1.4 Group organization techniques 1.5 Turn-taking techniques 1.6 Conflict resolution techniques 1.7 Team-work	• Practical assessment • Observation • Portfolio of Evidence • Oral questions • Written assessment • Third party report

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

WORK ETHICS AND PRACTICES

ISCED CODE: 0417 451 06A

TVET CDACC UNIT CODE: VA/CU/FA/BC/03/5/MA

Relationship to Occupational Standards

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

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 work practices and values	4
3.	Promote team work	10
4	Maintain professional and personal development	10
5	Apply problem solving skills	4
6	Promote customer care	2
	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 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	● Observation ● Portfolio of evidence ● Project ● Practical ● Written assessment ● 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	● 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	● Observation ● Written assessment ● Oral assessment ● Portfolio of evidence ● Project ● Practical

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Learning Outcome	Content	Suggested Assessment Methods
	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 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	• 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	• Observation • Project • Portfolio of evidence

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Learning Outcome	Content	Suggested Assessment Methods
	5.4 Decision making 5.5 Creative thinking and critical thinking process in development of innovative and practical solutions	• 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 6.4 Resolving customer concerns 6.5 Customer outreach programs 6.6 Customer retention	• Observation • Project • Practical • Portfolio of evidence • 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

TECHNICAL DRAWINGS

ISCED CODE: 0213 441 07A

TVET CDACC UNIT CODE: VA/CU/FA/CC/02/5/MA

Relationship to Occupational Standards

This unit addresses the unit of competency: **Apply Technical Drawings**

Duration of Unit: 180 hours

Unit Description

This unit specifies the competencies required to apply technical drawings. It involves: constructing geometric angles, constructing 2D geometric shapes, constructing 3D geometric shapes, executing oblique drawings, executing isometric drawings, executing orthographic drawings, and creating perspective drawing.

S/No	Learning Outcomes	Duration (Hours)
1.	i. Create Geometric Lines And Angles	25
2.	ii. Construct 2D Geometric Shapes	25
3.	iii. Create 3D Geometric Shapes	25
4.	iv. Execute Oblique Drawings	25
5.	v. Execute Isometric Drawings	25
6.	vi. Execute Orthographic Drawings	25
7.	vii. Create Perspective Drawings	30
Total		**180**

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Create geometric lines and angles	1.1 Introduction to geometry
	1.2 Meaning of terms
	1.3 Geometric lines and angles
	      1.3.1 Rectilinear lines
	      1.3.2 Curvilinear lines
	      1.3.3 Right angles
	      1.3.4 Acute angles
	      1.3.5 Obtuse angles
	1.4 Tools and equipment
	1.5 Geometric lines and angles construction
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Project and report writing

2. Construct 2D geometric shapes	2.1 Introduction to 2D geometric shapes 2.2 Meaning of terms 2.3 Tools and equipment 2.4 2D shapes drawing	• Observation • Oral questions • Third party report • Written tests • Project and report writing

3. Create 3D geometric shapes	3.1 Introduction to 3D geometric shapes
	      3.1.1 Cuboids
	      3.1.2 Cubes
	      3.1.3 Cylinders and cones
	      3.1.4 Prisms
	3.2 Meaning of terms
	3.3 Tools and equipment
	3.4 3D geometric shapes construction
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Project and report writing

4. Execute oblique drawing	3.1 Introduction to oblique drawing 3.2 Meaning of terms 3.3 Oblique drawing	• Observation • Oral questions • Third party report • Written tests • Project and

		report writing

5. Execute isometric drawings	5.1 Introduction to isometric drawings
	  5.1.1 30^0
	  5.1.2 45^0
	5.2 Meaning of terms
	5.3 Tools and equipment
	5.4 Isometric drawing
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Project and report writing

6. Execute orthographic drawings	6.1 Introduction to orthographic drawings
	  6.1.1 First angle
	  6.1.2 Third angle
	6.2 Meaning of terms
	6.3 Tools and equipment
	6.4 Orthographic drawing
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Project and report writing

7. Create perspective drawing	5.1 Introduction to perspective drawing
	  5.1.1 One-point perspective
	  5.1.2 Two-point perspective
	  5.1.3 Three-point perspective
	5.2 Meaning of terms
	5.3 Tools and equipment
	5.4 Perspective drawing
		• Observation
		• Oral questions
		• Third party report
		• Written tests
		• Project and report writing

Suggested Methods of Instruction

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

Recommended Resources

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1)	Dry and Wet Media/Materials	For trainees and trainer's use	Varies	Varies
B	**Learning Facilities & infrastructure**			
2)	Lecture/theory room		1	1:25
3)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainee's use	25	1:1
4)	Internet connection	For trainees and trainer's use	1 connection	1:25
5)	Whiteboard	For trainer's use	1	1:25
C	**Consumable materials**			
6)	Geometrical Drawing Sets	For trainer and trainee use	Varies	Varies
7)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D	**Tools and Equipment**			
8)	Digital Cameras	For trainer and trainee use	2	1:12
9)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
10	Projector	For trainer's use	1	1:25

MEDIA ARTWORKS

ISCED CODE: 0213 441 08A

TVET CADCC UNIT CODE: VA/CU/FA/CR/03/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Create media designs**

Duration of Unit: 180 Hours

Unit Description

This unit covers the competencies required to create media artworks. It involves analysing media artworks, creating logo design, designing advertising posters, designing book covers, creating brochure designs and creating signage

Summary of Learning Outcomes

1. Analyse media artworks
2. Create logo design
3. Design advertising posters
4. Design book covers
5. Create brochure designs
6. Create signage

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods

1. Analyse media artworks	1.1 Introduction to media designs
	1.2 Meaning of terms
	1.3 Elements of design
	1.4 Tools and materials
	1.5 Media artworks
	   1.5.1 Digital art
	   1.5.2 Visual art
	   1.5.3 Internet art
		• Written test
		• Observation
		• Oral questioning
		• Projects and report writing
		• Third party report

2. Create logo design	2.1 Design principles 2.2 Logos 2.3 Concept development 2.4 Design processes	• Oral questioning • Observation • Projects and report writing • Third party report • Written tests
3. Design advertising posters	3.1 Introduction to poster advertisement 3.2 Meaning of terms 3.3 Posters 3.4 Poster concept development 3.5 Production process	• Observation • Oral questioning • Projects and report writing • Third party report • Written tests
4. Design book covers	4.1 Introduction to book covers 4.2 Book covers 4.3 Cover layouts 4.4 Book cover graphics 4.5 Production process	• Observation • Oral questioning • Projects and report writing • Third party report • Written tests
5. Create brochure designs	5.1 Introduction to brochures 5.2 Brochures 5.3 Product/service information 5.4 Brochure layouts	• Observation • Oral questioning • Projects and report writing

Learning Outcome	Content	Suggested Assessment Methods
	5.5 Design process	• Third party report • Written tests
6. Create signage	• Introduction to signage • Signage • Production process	• Observation • Oral questioning • Projects and report writing • Third party report • Written tests

Suggested Methods of Instruction

- Instructor led facilitation of theory

- Demonstration by trainer

- Practical work by trainee

- Viewing of related videos

- Project

- Group discussions

Recommended Resources

S/No.		Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A		**Learning Materials**			
	1)	Magazines	For trainees and trainer's use	Varies	Varies
	2)	Dry and Wet Materials	For trainees and trainer's use	Varies	Varies
	3)	Media Materials	For trainees and trainer's use	Varies	1:5
B		**Learning Facilities & infrastructure**			
	4)	Design Studio	For trainees and trainer's use	1	1:25
	5)	Drawing Table	For trainees and trainer's use	Varies	1:5
	6)	Computers with CAD software	For trainees and trainer's use	Varies	1:2
	7)	Internet connection	For trainees and trainer's use	1 connection	1:25
	8)	Whiteboard	For trainer's use	1	1:25
	9)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C		**Consumable materials**			
	10)	Drawing papers	For trainer and trainee use	Varies	Varies
	11)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D		**Tools and Equipment**			
	12)	Printers	For trainer's use	2	1:12
	13)	External storage media	For trainer and trainee use	Varies	1:1 or 1:5 depending on need
	14)	Projector	For trainer and trainee use	1	1:25
	15)	Digital Cameras	For trainer and trainee use	Varies	1:5
	16)	Digital Tablet	For trainer use	1	1:1
	17)	Colour Scanner	For trainer and	Varies	Varies

		trainee use		
18)	Drawing Sets	For trainer and trainee use	Varies	1:5 depending on need

MODULE III

ENTREPRENEURIAL SKILLS

ISCED CODE: 0413 451 09A

UNIT CODE: VA/CU/FA/BC/04/5/MA

Relationship to occupational standards

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

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, developing business innovative strategies, and developing 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 skills	6
2.	Apply the entrepreneurial concept	4
3.	Identify entrepreneurship opportunities	6
4	Apply business legal aspects	6
5	Innovate business strategies	6
6	Develop a business plan	12
	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 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	• Practical • Portfolio of evidence • Project • Observation • Written assessment • Oral assessment • 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	• Observation • Project • Written assessment • Oral assessment • Third party report
3.Identify Entrepreneurship Opportunities	3.1 Sources of business ideas	• Observation

Learning Outcome	Content	Suggested Assessment Methods
	3.2 Factors to consider when evaluating business opportunity 3.3 Business life cycle	• 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 4.5 Taxation laws	• Observation • Project • Written assessment • Oral assessment • Third party report
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	• 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	• 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

MULTIMEDIA CRAFTWORK

ISCED CODE: 0213 441 10A

TVET CDACC UNIT CODE: VA/CU/FA/CR/04/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Create multimedia artworks**

Duration of Unit: 240 Hours

Unit Description

This unit specifies the competencies required to create multimedia artworks. It involves analyzing multimedia craftworks, generating jewelry products, generating paste-up artwork, generating woven artworks and generating multimedia craftwork.

Summary of Learning Outcomes

1. Analyse multimedia craftworks
2. Generate jewelry products
3. Generate paste-up artwork
4. Generate woven artworks
5. Generate multimedia craftwork

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Analyse multimedia craftworks	1.1 Introduction to multimedia artworks 1.2 Meaning of terms 1.3 Multimedia artworks 1.4 Factors to consider in multimedia artworks selection 1.5 Tools and materials	• Written tests • Observation • Oral questions • Third party report • Interviewing

Learning Outcome	Content	Suggested Assessment Methods
2. Generate jewelry products	2.1 Introduction to jewelry 2.2 Jewelry sets 2.3 Jewelry materials 2.4 Jewelry production 2.5 Jewelry finishes	• Written tests • Observation • Oral questions • Third party report • Project and report writing

3. Generate paste-up artwork	3.1 Introduction to paste-up artworks
	   3.1.1 Paste-up artworks
	      3.1.1.1 Collage
	      3.1.1.2 Mosaic
	      3.1.1.3 Photo montage
	      3.1.1.4 Sgraffito
	3.2 Paste-up artwork production
	3.3 Paste-up artworks finishes
		• Written tests
		• Observation
		• Oral questions
		• Third party report
		• Project and report writing

4. Generate woven artworks	4.1 Introduction to woven artworks
	   4.1.1 Weaving techniques
	      4.1.1.1 Macramé
	      4.1.1.2 Basketry
	      4.1.1.3 Knitting
	4.2 Woven artworks
	   4.2.1 Woven bands
	   4.2.2 Scarves
	   4.2.3 Mats
	4.3 Woven artworks production
	4.4 Woven artworks finishes
		• Written tests
		• Observation
		• Oral questions
		• Third party report
		• Project and report writing

5. Generate multimedia craftwork	5.1 Introduction to multimedia craftwork
	   5.1.1 Multimedia crafts
	   5.1.2 Metal
	   5.1.3 Wooden
	   5.1.4 Glass
	   5.1.5 Leather
	5.2 Multimedia craftwork production
	5.3 Multimedia craftwork finishes
		• Written tests
		• Observation
		• Oral questions
		• Third party report
		• Project and report writing

Suggested Methods of Instruction

- Project

- Demonstration by trainer

- Practice by the trainee

- Discussions

- Direct instruction

- Case study

- Audio –visual aids

Recommended Resources

S/No.		Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A		**Learning Materials**			
	1)	Magazines	For trainees and trainer's use	Varies	1:5
	2)	Newspapers	For trainees and trainer's use	Varies	1:5
	3)	Collage and Mosaic Materials eg. Beads and seeds	For trainees and trainer's use	Varies	1:5
B		**Learning Facilities & infrastructure**			
	4)	Work Station	For trainees and trainer's use	1	1:25
	5)	Computers with CAD Software	For trainees and trainer's use	Varies	1:2
	6)	Internet connection	For trainees and trainer's use	1 connection	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)	Drawing papers	For trainer and trainee use	Varies	Varies
	10)	Assorted whiteboard markers	For trainer's use	Varies	Varies
D		**Tools and Equipment**			
	11)	Printers	For trainer's use	2	1:12
	12)	External storage media	For trainer	Varies	1:1 or 1:5 depending on need

13)	Projector	For trainer's use	1	1:25
14)	Drawing Tools	For trainer and trainee use	Varies	1:5 depending on need
15)	Basketry Tools	For trainer and trainee use	Varies	1:5 depending on need
16)	Jewelry Tools	For trainer and trainee use	Varies	1:5 depending on need
17)	Paste-Up Tools	For trainer and trainee use	Varies	1:5 depending on need
18)	Multimedia Craft Tools	For trainer and trainee use	Varies	1:5 depending on need
19)	Tablets	For trainer's use	1	1:1

PAINTING I

ISCED CODE: 0213 441 11A

TVET CDACC UNIT CODE: VA/CU/FA/CR/05/5/MA

Relationship to Occupational Standards

This unit addresses the Unit of Competency: **Carry out painting**

Duration of Unit: 180 Hours

Unit Description

This unit specifies the competencies required to carry out painting. It involves carrying out painting research, applying water colour technique, applying oil painting, applying acrylics painting, apply mixed media painting and carrying out mural painting

Summary of Learning Outcomes

1. Carry out painting research

2. Apply water colour technique

3. Apply oil painting

4. Apply acrylic painting

Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Carry out painting research	1.1 Introduction to painting 1.2 Meaning of terms 1.3 Emerging trends 1.4 Methods of data collection 1.5 Painting techniques	• Written test • Observation • Oral questioning • Projects and report writing • Third party report
2. Apply water colour technique	2.1 Introduction to water colour 2.2 Tools and equipment 2.3 Materials	• Oral questioning • Observation • Written tests

Learning Outcome	Content	Suggested Assessment Methods

	2.3.1 Water colour paints
	2.3.2 Water colour papers
	2.4 Water colour techniques
	  2.4.1 Light observation techniques
	  2.4.2 Wet on wet
	  2.4.3 Wet on dry
	  2.4.4 Dry brush
	  2.4.5 Flat washes
	  2.4.6 Resist techniques
		• Projects and report writing
		• Third party report

3. Apply oil painting	3.1 Introduction to oil painting
	3.2 Tools and equipment
	3.3 Oil painting materials
	3.4 Oil panting techniques
	  3.4.1 Brush
	  3.4.2 Painting knife
	  3.4.3 Chiaroscuro
	  3.4.4 Impasto
	  3.4.5 Scumbling
	  3.4.6 Layering/tonal washes
		• Observation
		• Oral questioning
		• Written tests
		• Projects and report writing
		• Third party report

4. Apply acrylics painting	4.1 Introduction to acrylics painting
	4.2 Tools and equipment
	4.3 Acrylics painting materials
	4.4 Acrylics painting techniques
	  4.4.1 Dry brush strokes
	  4.4.2 Washing
	  4.4.3 Stippling
	  4.4.4 Splattering
	  4.4.5 Dabbing
	  4.4.6 Pallet knife
	  4.4.7 Detailing
	4.5 Building painting techniques
	  4.5.1 Underpainting
	  4.5.2 Glazing
	  4.5.3 Layering
	  4.5.4 Paint in block of colour
		• Written test
		• Observation
		• Oral questioning
		• Projects and report writing
		• Third party report

Suggested Methods of Instruction

- Instructor led facilitation of theory

- Demonstration by trainer

- Practical work by trainee

- Viewing of related videos

- Project

- Group discussions

Recommended Resources

S/No.	Category/Item	Description/ Specifications	Quantity	Recommended Ratio (Item: Trainee)
A	**Learning Materials**			
1)	Magazines	For trainees and trainer's use	Varies	1:5
2)	Videos	For trainees and trainer's use	Varies	1:5
3)	Text Books	For trainees and trainer's use	Varies	1:5
4)	Dry and Wet Materials	For trainees and trainer's use	Varies	1:5
B	**Learning Facilities & infrastructure**			
5)	Painting Studio	For trainees and trainer's use	1	1:25
6)	Computers with OS (Windows/Linux/Mac), Microsoft Office, Google Workspace, Antivirus	For trainees and trainer's use	Varies	1:2
7)	Drawing Tables	For trainees and trainer's use	Varies	1:5
8)	Internet connection	For trainees and trainer's use	1 connection	1:25
9)	Whiteboard	For trainer's use	1	1:25
10)	Smartboard/Smart TV (Where applicable)	For trainer's use	1	1:25
C	**Consumable materials**			
11)	Printing papers	For trainer and trainee use	Varies	Varies
12)	Assorted whiteboard markers	For trainer's use	Varies	Varies

D	Tools and Equipment			
13)	Digital Cameras	For trainer and trainee use	Varies	1:5
14)	External storage media	For trainer's use	1	1:1
15)	Printers	For trainer's use	1	1:25
16)	Drawing and Painting Tools and Equipment	For trainer and trainee use	Varies	1:5
17)	Technical Drawing Sets	For trainer and trainee use	Varies	1:5
18)	Color Scanner	For trainer and trainee use	Varies	1:5
19)	Digital Tablet	For trainer's use	1	1:1