



**REPUBLIC OF KENYA**

**COMPETENCY BASED MODULAR CURRICULUM**

**FOR  
ANIMATION AND DIGITAL MEDIA**

**KNQF LEVEL 5**

**(CYCLE 3)**

**PROGRAMME ISCED CODE: 02110554A**



TVET CDACC  
P.O. BOX 15745-00100  
NAIROBI

**© TVET CDACC, 2025**

All rights reserved. No part of this Curriculum may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods without the prior written permission of TVET CDACC, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law. For permission requests, write to the Council Secretary/CEO at the address below:

**Council Secretary/CEO**

**TVET Curriculum Development, Assessment and Certification Council**

**P.O. Box 15745–00100**

**Nairobi, Kenya**

**Email: [info@tvetcdacc.go.ke](mailto:info@tvetcdacc.go.ke)**

## **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 Media 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.

**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 Animation and Digital Media 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 Animation and Digital Media 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 Media Sector acquire competencies to perform their work more efficiently and effectively.

**CHAIRPERSON**

**SECTOR SKILLS COMMITTEE (NSSC)**

## TABLE OF CONTENTS

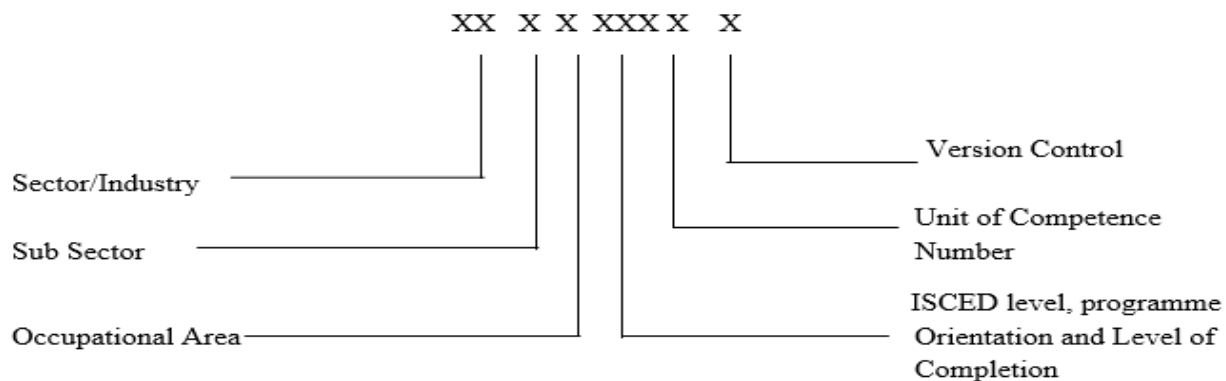
FOREWORD .....	iii
ACKNOWLEDGMENT.....	v
ABBREVIATION AND ACRONYMS .....	vii
KEY TO UNIT CODE.....	viii
KEY TO ISCED UNIT CODE.....	viii
KEY TO TVET CDACC UNIT CODE.....	viii
COURSE OVERVIEW .....	ix
MODULE ONE .....	1
DIGITAL LITERACY.....	2
ANIMATION SCRIPT WRITING I.....	14
HAND DRAWING I .....	17
MODULE TWO .....	20
COMMUNICATION SKILLS .....	21
STORY BOARDING I.....	24
2D ANIMATION.....	27
MODULE THREE.....	30
ENTREPRENEURIAL SKILLS .....	31
3D CHARACTER MODELLING.....	35
SOUND DESIGN I.....	38
MODULE FOUR.....	41
WORK ETHICS AND PRACTICES .....	42
BACKGROUND COMPOSITING .....	46
VIDEO EDITING I.....	49
GRAPHICS DESIGN I.....	52

## **ABBREVIATION AND ACRONYMS**

AN	: Animation & digital media
BC	: Basic Competency
CBET	: Competency Based Education and Training
CDACC	: Curriculum Development Assessment and Certification Council
CR	: Core Competency
CU	: Curriculum
ICT	: Information Communication Technology
KCSE	: Kenya Certificate of Secondary Education
KNQA	: Kenya National Qualifications Authority
ME	: Media
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

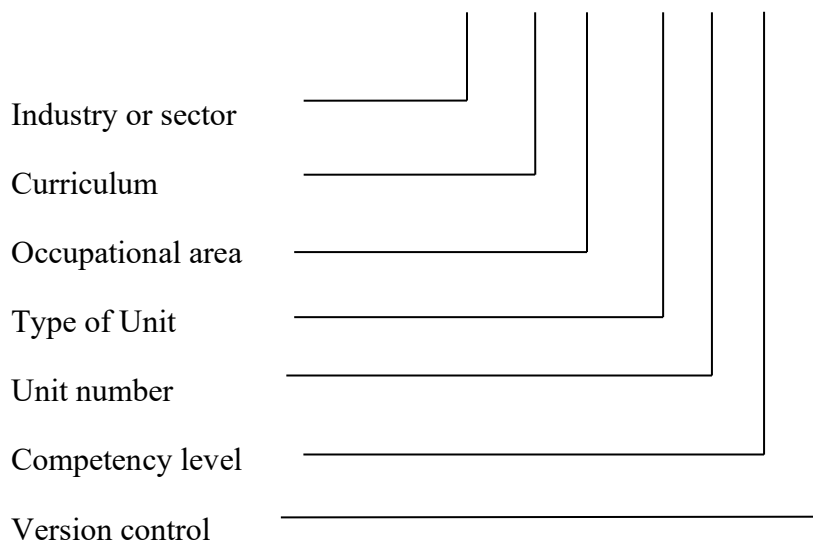
## KEY TO UNIT CODE

## KEY TO ISCED UNIT CODE



## KEY TO TVET CDACC UNIT CODE

MD /CU /AN /BC /01 /05/MA





## COURSE OVERVIEW

Animation and Digital Media Level 5 qualification consists of competencies that an individual must achieve to provide animation services. It involves Drafting animation script, performing hand drawing, developing animation audio, creating animation storyboard, composing scene environments, developing 2D animation, modelling 3D characters, editing animation render and creating digital graphics.

### Summary of Units of Learning

ISCED Unit Code	TVE CDACC Unit Code	Unit of Learning Title	Duration in Hours	Credit Factor
<b>Module I</b>				
0211 055 01 A	ME/CU/AN/BC/01/5/MA	Digital Literacy	40	4
0211 055 02 A	ME/CU/AN/CR/01/5/MA	Animation Script Writing	100	10
0211 055 03 A	ME/CU/AN/CR/02/5/MA	Hand Drawing	120	12
		<b>Sub Total</b>	<b>260</b>	<b>26</b>
<b>Module II</b>				
0211 055 04 A	ME/CU/AN/BC/02/5/MA	Communication Skills	40	4
0211 055 05 A	ME/CU/AN/CR/04/5/MA	Story Boarding	110	11
0211 055 06 A	ME/CU/AN/CR/06/5/MA	2d Animation	120	12
		<b>Sub Total</b>	<b>270</b>	<b>27</b>
<b>Module III</b>				
0211 055 07 A	ME/CU/AN/BC/04/5/MA	Entrepreneurial Skills	40	4
0211 055 08 A	ME/CU/AN/CR/07/5/MA	3d Character Modelling	120	12
0211 055 09 A	ME/CU/AN/CR/03/5/MA	Sound Design	120	12
		<b>Sub Total</b>	<b>280</b>	<b>28</b>
<b>Module IV</b>				
0211 055 10 A	ME/CU/AN/BC/03/5/MA	Work Ethics and Practices	40	4
0211 055 11 A	ME/CU/AN/CR/05/5/MA	Background Compositing	120	12

0211 055 12 A	ME/CU/AN/CR/08/5/MA	Video Editing	110	11
0211 055 13 A	ME/CU/AN/CR/09/5/MA	Graphics Design	120	12
		<b>Sub Total</b>	<b>390</b>	<b>39</b>
	ME/CU/AN/CR/10/5/MA	<b>Industry Training</b>	<b>480</b>	<b>48</b>
		<b>Grand Total</b>	<b>1680</b>	<b>168</b>

### Entry Requirements

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

- a) Attained KCSE with a mean grade of D (PLAIN)
- Or**
- b) Animation & digital media Or related Level 4 Certificate
- Or**
- c) Equivalent qualifications as determined by TVET Authority

### Trainer Qualification

Qualifications of a trainer for this course include:

- a) Possession of a higher qualification than Animation and Digital Media Level 5 or in related trade area; and
- 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 animation and digital media 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.

### 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.
- 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 Animation and Digital Media 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 ONE**

## DIGITAL LITERACY

**TVET CDACC UNIT CODE:** ME/CU/AN/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 cybersecurity skills and job entry techniques, and performing jobs online.

### Summary of Learning Outcomes

Element	Durations (Hours)
Operate computer devices	12
Solve tasks using Office suite	12
Manage Data and Information	5
Perform online communication and collaboration	3
Apply cybersecurity skills	2
Perform Online Jobs	4
Apply job entry techniques	2
<b>Total hours</b>	<b>40</b>

### 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	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Practical assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>Options</p> <p>1.13.1. Mobile Networks/Data Plans</p> <p>1.13.2. Wireless Hotspots</p> <p>1.13.3. Cabled (Ethernet/Fiber)</p> <p>1.13.4. Dial-Up</p> <p>1.13.5. Satellite</p> <p>1.14. Computer external devices management</p> <p>1.15. Device connections</p> <p>1.16. Device controls (volume controls and display properties)</p>	
<p>2. Solve tasks using Office suite</p>	<p>2.1. Meaning and Importance of Word Processing</p> <p>2.2. Examples of Word Processors</p> <p>2.3. Working with word documents</p> <p>2.3.1 and close word processor</p> <p>2.3.2 Create a new document</p> <p>2.3.4 Save a document</p> <p>2.3.5 Switch between open documents</p> <p>2.4 Enhancing productivity</p> <p>2.4.1 Set basic options/preferences</p> <p>2.5.2 Help resources</p> <p>2.5.3 Use magnification/zoom tools</p> <p>2.5.4 Display, hide built-in tool bar</p> <p>2.5.5 Using navigation tools</p> <p>2.5 Typing Text</p> <p>2.6 Document editing (copy, cut, paste commands, spelling and Grammar check)</p> <p>2.7 Document formatting</p> <p>2.7.1 Formatting text</p> <p>2.7.2 Formatting paragraph</p>	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Portfolio of Evidence</li> <li>● Project</li> <li>● Written assessment</li> <li>● Practical assessment</li> <li>● Oral assessment</li> </ul>



Learning Outcome	Content	Suggested Assessment Methods
	<p>2.7.3 Formatting styles</p> <p>2.7.4 Alignment</p> <p>2.7.4 Creating tables</p> <p>2.7.5 Formatting tables</p> <p>2.8 Graphical objects</p> <p>2.8.1 Insert object (picture, drawn object)</p> <p>2.8.2 Select an object</p> <p>2.8.3 Edit an object</p> <p>2.8.4 Format an object</p> <p>2.9 Document Print setup</p> <p>2.9.1 Page layout,</p> <p>2.9.2 Margins set up</p> <p>2.9.3 Orientation.</p> <p>2.10 Word Document Printing</p> <p>2.11 Meaning &amp; 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>2.14.5Cell Referencing</p> <p>2.15 Data Manipulation</p> <p>2.15.1 Using Functions (Sum, Average, SumIF, Count, Max,</p>	

Learning Outcome	Content	Suggested Assessment Methods
	<p>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>2.15.7 Electronic Presentations</p> <p>2.15.8 Meaning and Importance of electronic presentations</p> <p>2.15.9 Examples of Presentation Software</p> <p>2.16 Using the electronic presentation application</p> <p>2.16.1 Parts of the PowerPoint screen (slide navigation pane, slide pane, notes, the ribbon, quick access toolbar, and scroll bars).</p> <p>2.16.2 Open and close presentations</p> <p>2.16.2 Creating Slides (Insert new slides, duplicate, or reuse slides.)</p> <p>2.16.3 Text Management (insert, delete, copy, cut and paste, drag and drop, format, and use spell check).</p> <p>2.16.4 Use magnification/zoom tools</p> <p>2.16.5 Apply or change a theme.</p> <p>2.16.6 Save a presentations</p> <p>2.16.7 Switch between open presentations</p>	

Learning Outcome	Content	Suggested Assessment Methods
	2.17 Developing a presentation 2.17.1 Presentation views 2.17.2 Slides 2.17.3 Master slide 2.18 Text 2.18.1 Editing text 2.18.2 Formatting 2.18.3 Tables 2.19 Charts 2.191 Using charts 2.191 Organization charts 2.20 Graphical objects 2.20.1 Insert, manipulate 2.20.2 Drawings 2.20.3 Prepare outputs 2.20.4 Applying slide effects and transitions 2.20.5 Check and deliver 2.20.5 Spell check a presentation 2.20. Slide orientation 2.20.5 Slide shows, navigation 2.20.6 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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	3.3.5 Web Services 3.3.6 Automatic Network Address Configuration 3.3.7 NewsGroup 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 3.6.7 Web outputs 3.6.8 Web based information 3.6.9 Search 3.6.10 Critical evaluation of information 3.6.11 Copyright, data protection 3.6.12 Downloads Management 3.7 Performing Digital Data Backup (Online and Offline) 3.8 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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> <li>• Written assessment</li> </ul>

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

Learning Outcome	Content	Suggested Assessment Methods
	<p>data/information</p> <p>5.1.3 Availability of data/information</p> <p>5.2 Internet security threats</p> <p>5.2.1 Malware attacks</p> <p>5.2.2 Social engineering attacks</p> <p>5.2.3 Distributed denial of service (DDoS)</p> <p>5.2.4 Man-in-the-middle attack (MitM)</p> <p>5.2.5 Password attacks</p> <p>5.2.6 IoT Attacks</p> <p>5.2.7 Phishing Attacks</p> <p>5.2.8 Ransomware</p> <p>5.3 Computer threats and crimes</p> <p>5.4 Cybersecurity control measures</p> <p>5.4.1 Physical Controls</p> <p>5.4.2 Technical/Logical Controls (Passwords,PINs, Biometrics)</p> <p>5.4.3 Operational Controls</p> <p>5.5 Laws governing protection of ICT in Kenya</p> <p>5.5.1 The Computer Misuse and Cybercrimes Act No. 5 of 2018</p> <p>5.5.2 The Data Protection Act No. 24 Of 2019</p>	<ul style="list-style-type: none"> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>
6. Perform Online Jobs	<p>6.1 Introduction to online working</p> <p>6.2 Types of online Jobs</p> <p>6.3 Online job platforms</p> <p>6.1.1Remotask</p> <p>6.1.2Data annotation tech</p>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Project</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	6.1.3 Cloud worker 6.1.4 Upwork 6.1.5 Oneforma 6.1.6 Appen 6.4 Online account and profile management 6.6 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"> <li>• Written assessment</li> <li>• Practical assessment</li> <li>• Oral assessment</li> </ul>
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 7.3.4 How to write a good CV 7.3.5 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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Oral assessment</li> <li>• Portfolio of evidence</li> <li>• Third party report</li> <li>• Written assessment</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	<p>7.5 Portfolio of Evidence</p> <p>7.5.1 Academic credentials</p> <p>7.5.2 Letters of commendations</p> <p>7.5.3 Certification of participations</p> <p>7.5.4 Awards and decorations</p> <p>7.6 Interview skills</p> <p>7.6.1 Listening skills</p> <p>7.6.2 Grooming</p> <p>7.6.3 Language command</p> <p>7.6.4 Articulation of issues</p> <p>7.6.5 Body language</p> <p>7.6.6 Time management</p> <p>7.6.7 Honesty</p> <p>7.6.8 Generally knowledgeable in current affairs and technical area</p>	

### **Suggested Methods Instruction**

- Instructor-led facilitation using active learning strategies
- Demonstration by trainer
- Practical work by trainees
- Viewing of related videos
- Group discussions
- Project
- Role play
- Case study

### **Recommended Resources for 25 Trainees**

- 25 computers with the following software:
  - Windows/Linux/Macintosh Operating System
  - Microsoft Office Software
  - Google Workspace Account
  - Antivirus Software
- 2 Printers



- Printing Papers
- External storage media
- 1 Projector
- 1 Whiteboard
- 1 Smartboard/Smart TV (Where applicable)
- Assorted whiteboard markers
- Internet connection
- 5 samples of CVs
- 5 samples of job applications

## ANIMATION SCRIPT WRITING

TVET CDACC UNIT CODE: ME/CU/AN/CR/01/5/MA

### Relationship to Occupational Standards

This unit addresses the Unit of Competency: **draft animation script**

**Duration of Unit:** 100 hours

### Unit Description

This unit specifies the competencies required to draft animation script. It involves formulating animation idea writing animation synopsis, writing scene treatment and writing animation script.

### Summary of Learning Outcomes

Elements	Durations (Hours)
Formulate animation idea	10
Write animation synopsis	30
write scene treatment	30
write animation script	30
<b>Total hours</b>	<b>100</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Formulate animation idea	1.1 Introduction to animation 1.2 Meaning of terms in animation 1.3 Introduction to digital Animation 1.4 Animation ideas research 1.5 Concepts development 1.6 Inspiration board 1.7 Narrative and structural framework. 1.8 Animation log-lines. 1.9 Log-lines development 1.10 Log-lines approved.	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>

2. Write animation synopsis	2.1.Story structure 2.2.Introduction of the story 2.3.Story conflict 2.4.Story resolution 2.5. Story ending 2.6.Narrative setting 2.7.Writing Animation synopsis	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
3. write scene treatment	3.1 Scene breakdown 3.2 Story sub-plot 3.3 Character dialogues 3.4 Scene action 3.5 Scene setting	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. write animation script	4.1 Introduction to script writing. 4.2 Script writing format 4.3 Script components 4.4 Index cards. 4.5 Script Generation 4.6 Draft script 4.7 Final script	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Internet
- Digital Cameras
- Magazines
- Testing books

- Animation films
- Course books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## HAND DRAWING

TVET CDACC UNIT CODE: ME/CU/AN/CR/02/5/MA

### Relationship to Occupational Standards

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

**Duration of Unit:** 120 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

Elements	Duration (Hours)
Draw hand lines and shapes	12
Create pencil shades and patterns	18
Draw human figure	30
Create still-life drawings	20
Create perspective points	20
Create composition drawings	20
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Draw hand lines and shapes	1.1 Introduction to hand drawing 1.2 Drawing tools and techniques 1.3 Drawing lines and shapes 1.4 Solid drawing	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Create pencil shades and patterns	2.1 Stippling gradients 2.2 Hatching gradients 2.3 Cross-hatching gradients 2.4 Shaded gradients.	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li></ul>

	2.5 Stumping gradients. 2.6 Shades and patterns	<ul style="list-style-type: none"> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
3. Draw human figure	3.1 Introduction to human figure drawing 3.2 Human anatomy. 3.3 Solid flexible model 3.4 Body postures.	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Create still-life drawings	4.1 Real-life sketches. 4.2 Gestural sketches 4.3 Speed sketching 4.4 proportion drawing	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
5. Create perspective points	5.1 Introduction of perspective drawing 5.2 One-point perspective drawing 5.3 Two-point perspective drawing 5.4 Three-point perspective drawing. 5.5 Forced perspective drawing.	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>
6. Create composition drawings	6.1 Imaginative drawing 6.2 Landscape drawing 6.3 Architectural drawings 6.4 Scene composition	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>

### Suggested Methods of Instruction

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books
- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## **MODULE TWO**



## COMMUNICATION SKILLS

**TVET CDACC UNIT CODE:** ME/CU/AN/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

ELEMENTS	DURATION (HOURS)
Apply communication channels	6
Apply written communication skills	8
Apply non-verbal communication skills	8
Apply oral communication skills	9
Apply group discussion skills	9
<b>Total hours</b>	<b>40</b>

### 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	<ul style="list-style-type: none"><li>• Oral questions</li><li>• Written assessment</li><li>• Observation</li><li>• Portfolio of Evidence</li><li>• Practical assessment</li><li>• Third party report</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
2. Apply written communication skills	2.1 Types of written communication 2.2 Elements of communication 2.3 Organization requirements for written communication	<ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Practical assessment</li> <li>• Third party report</li> </ul>
3. Apply non-verbal communication skills	3.1 Utilize body language and gestures 3.2 Apply body posture 3.3 Apply workplace dressing code	<ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Practical assessment</li> <li>• Third party report</li> </ul>
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	<ul style="list-style-type: none"> <li>• Oral assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Practical assessment</li> <li>• Third party report</li> </ul>
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"> <li>• Oral assessment</li> <li>• Written assessment</li> <li>• Observation</li> <li>• Portfolio of Evidence</li> <li>• Practical assessment</li> </ul>

### Suggested Methods of Instruction

- Discussion

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

### Recommended Resources for 25 trainees

General Resources	Tools and Equipment	Materials and Supplies
<ul style="list-style-type: none"> <li>• 25 Desktop computers/laptops</li> </ul>	Mobile phones	Flashcards
<ul style="list-style-type: none"> <li>• Internet connection</li> </ul>		Flip charts
<ul style="list-style-type: none"> <li>• 1 Projector</li> <li>• 1 Printer</li> </ul>		2 packets of assorted colors of whiteboard marker pens
<ul style="list-style-type: none"> <li>• 1 Whiteboard</li> </ul>		Printing papers
<ul style="list-style-type: none"> <li>• Report writing templates</li> </ul>		

## STORY BOARDING

**UNIT CODE:** ME/CU/AN/CR/04/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: create animation storyboard

**Duration of Unit:** 110 hours

### Unit Description

This unit specifies the competencies required to create animation storyboard. It involves setting script scenes, preparing shot list, drawing draft storyboard, drawing final storyboard, developing soft copy storyboard, developing storyboard animation and creating animatic.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Set script scenes	20
Prepare shot list	18
Draw draft storyboard	22
Draw final story board	25
Create animatic	25
<b>Total hours</b>	<b>110</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Set script scenes	1.1 Introduction to storyboarding 1.2 Elements of a storyboard 1.3 Visual scene planning	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Prepare shot list	2.1 Camera techniques 2.2 Camera shots 2.3 Camera angles 2.4 Camera movements 2.5 Shot list 2.6 Shot timing	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li></ul>

		<ul style="list-style-type: none"> <li>• Project and report writing</li> </ul>
3. Draw draft storyboard	3.1 Frame dimensions 3.2 Storyboard layout 3.3 Storyboard panels 3.4 Storyboarding tools 3.5 Draft sketching	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Draw final storyboard	4.1 Storyboard refining 4.2 Storyboard clean-up 4.3 Storyboard colouring	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
5. Create animatic	5.1. Introduction to editing software 5.2. Preparation of Digital frames and dialogue 5.3. Pencil test 5.4. Audio integration 5.5. Subtle movements and compositing 5.6. Animatic rendering	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet

- Digital Cameras
- Magazines
- Testing books
- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## 2D ANIMATION

**TVET CDACC UNIT CODE:** ME/CU/AN/CR/06/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: develop 2D animation

**Duration of Unit:** 120 hours

### Unit Description

This unit specifies the competencies required to develop 2D animation. It involves setting scene character, creating exposure sheet, creating poses-poses character animation, creating in- between poses animation and cleaning animation poses.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Set scene character	22
Create exposure sheet	20
Create pose to pose character animation	26
Create in between character poses	26
Clean animation poses	26
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Set scene character	1.1.Introduction to 2D animation 1.2.Principles of animation 1.3.2D animation software user interface 1.4.Library of props 1.5.Character library 1.6.Composition setting	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Create exposure sheet	2.1.Animatic analysis 2.2.Exposure sheet layout 2.3.Action 2.4.Audio 2.5.Timing 2.6.Cell levels 2.7.Camera instructions	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>

3. Create pose to pose character animation	3.1 Frame–frame animation 3.2 Pose-pose animation 3.3 Timing 3.4 Key frames drawings	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Create in-between character poses	4.1.Extreme poses 4.2.Key poses 4.3.Passing position poses 4.4.Breakdown poses 4.5.In-between poses	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
5. Clean animation poses	5.1.Animation charts. 5.2.Character silhouettes 5.3.Animation background 5.4.Lip-syncing 5.5.Sound syncing 5.6.Validation of principles of animation	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books



- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## **MODULE III**

## ENTREPRENEURIAL SKILLS

**TVET CDACC UNIT CODE:** ME/CU/AN/BC/04/5/B

### 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

ELEMENTS	DURATION (HOURS)
Apply financial literacy	6
Apply entrepreneurial concept	6
Identify entrepreneurship opportunities	6
Apply business legal aspects	7
Innovate business Strategies	7
Develop Business Plan	8
<b>Total hours</b>	<b>40</b>

### 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	<ul style="list-style-type: none"><li>• Observation</li><li>• Project</li><li>• Written assessment</li><li>• Oral assessment</li><li>• Third party report</li><li>• Interviews</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
	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	
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"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>
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"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>
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	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	4.4.Employment laws 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"> <li>• Observation</li> <li>• Project</li> <li>• Written assessment</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>
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"> <li>• Observation</li> <li>• Written assessment</li> <li>• Project</li> <li>• Oral assessment</li> <li>• Third party report</li> </ul>

### 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

- 5 Case studies
- 5 Business plan templates
- 10 Computers
- 1 Overhead projectors

- Internet
- Video clips
- 5 Newspapers and Handouts
- 5 Business Journals
- 25 sets of Writing materials

## 3D CHARACTER MODELLING

**UNIT CODE:** ME/CU/AN/CR/07/5/B

### Relationship to Occupational Standards

This unit addresses the unit of competency: model 3D characters

**Duration of Unit:** 120 hours

### Unit Description

This unit specifies the competencies required to model 3D characters. It involves preparing character T poses, modelling 3D character and unwrapping 3D characters.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Prepare character T poses	20
Model 3D character	42
Model 3D furniture	28
Unwrap 3D characters	30
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Prepare character T poses	1.1.Character blue prints set-up 1.2.Character front view 1.3.Character side view. 1.4.Character back view. 1.5.Character top view.	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Model 3D character	2.1.Mesh model selection 2.2.Mesh- model formation 2.3.Quadrilaterals 2.4.Edge loops 2.5.Topology 2.6.Facial loops development	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li></ul>

	2.7.Body joint loops development 2.8.Appendages modelling 2.9.Character costumes 2.10. Mesh- model refining	<ul style="list-style-type: none"> <li>• Project and report writing</li> </ul>
3. Model 3D furniture	3.1.Mesh model selection 3.2.Mesh- model formation 3.3.Quadrilaterals 3.4.Edge loops 3.5.Topology 3.6.Mesh- model refining	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Unwrap 3D characters	4.1.UVW unwrap modifier 4.2.Meaning the seam-lines 4.3.Planar mapping 4.4.Checker texture map	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books
- Animation films



- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## SOUND DESIGN

**TVET CDACC UNIT CODE:** ME/CU/AN/CR/03/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: develop animation audio

**Duration of Unit:** 120 hours

### Unit Description

This unit specifies the competencies required to develop animation audio. It involves setting up audition stage, recording animation dialogue, recording animation Foleys, recording sound track and editing audio.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Set up audition stage	18
Record animation dialogue	24
Record animation Foleys	24
Record sound track	22
Edit Audio	32
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Set up audition stage	1.1.Introduction to sound design 1.2.Sound production equipment 1.3.Sound equipment setup. 1.4.Audition briefs 1.5.Audition calls	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Record animation dialogue	2.1.Introduction to voice acting 2.2.Audio studio and equipment 2.3.Artist briefing 2.4.Rehearsals process 2.5.Dry- run recording 2.6.Audio recording	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>

3. Record animation Foleys	3.1.Animation Foleys 3.2.Elements of animation Foleys 3.3.Foleys creation 3.4.Recording of Foleys.	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Record sound track	4.1.Music recording basics 4.2.Music instruments 4.3.Recording sound tracks	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>
5. Edit audio	5.1.Introduction of audio elements 5.2.Sound editing 5.3.levelling and balancing audio 5.4.Exporting the sound track	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books

- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## **MODULE IV**

## WORK ETHICS AND PRACTICES

**UNIT CODE:** ME/CU/AN/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

ELEMENTS	DURATION (HOURS)
Apply self-management skills	6
Promote ethical work practices and values	6
Promote Teamwork	6
Maintain professional and personal development	6
Apply Problem-solving skills	8
Promote Customer Care	8
<b>Total hours</b>	<b>40</b>

### 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	<ul style="list-style-type: none"><li>● Observation</li><li>● Written assessment</li><li>● Oral assessment</li><li>● Third party reports</li><li>● Portfolio of evidence</li><li>● Project</li><li>● Practical</li></ul>

Learning Outcome	Content	Suggested Assessment Methods
	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	
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"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>
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 3.8.Leading a team 3.9.Team performance and evaluation 3.10. Conflicts and conflict resolution 3.11. Gender and diversity mainstreaming 3.12. Developing Healthy workplace relationships 3.13. Adaptability and flexibility 3.14. Coaching and mentoring	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>

Learning Outcome	Content	Suggested Assessment Methods
	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"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>
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"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>
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	<ul style="list-style-type: none"> <li>● Observation</li> <li>● Written assessment</li> <li>● Oral assessment</li> <li>● Third party reports</li> <li>● Portfolio of evidence</li> <li>● Project</li> <li>● Practical</li> </ul>

### Suggested Methods of Instruction

- Instructor lead facilitation of theory using active learning strategies.
- Demonstrations
- Simulation/Role play
- Group Discussion



- Presentations
- Projects
- Case studies
- Assignments

#### **Recommended Resources for 25 Trainees**

- Computers
- Stationery
- Charts
- Video clips
- Audio tapes
- Radio sets
- TV sets
- LCD projectors

## BACKGROUND COMPOSITING

**TVET CDACC UNIT CODE:** ME/CU/AN/CR/05/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: compose scene environments

**Duration of Unit:** 120 hours

### Unit Description

This unit specifies the competencies required to compose scene environments. It involves selecting storyboard props scenes, creating scene props, populating scene environment and drawing scene environment shots.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Select storyboard props scenes	20
Create scene props	30
Populate scene environment	35
Draw scene environment shots	35
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Select storyboard props scenes	1.1 Scene assets libraries 1.2 Props libraries	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Create scene props	2.1 2D background assets 2.2 Geographical features 2.3 Mountains 2.4 Water bodies 2.5 Scene Hierarchies and grouping	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>

3. Populate scene environment	3.1 2D background development 3.2 Perspective grid 3.3 Multi-plane backgrounds 3.4 Background layers	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Draw scene environment shots	4.1 Props and backgrounds view and storyboard 4.2 Rendering	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books
- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables

- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## VIDEO EDITING

TVET CDACC UNIT CODE: ME/CU/AN/CR/08/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: edit animation render

**Duration of Unit:** 110 hours

### Unit Description

This unit specifies the competencies required to edit animation render. It involves: modifying animation footage, applying colour grading, synchronizing audio elements, writing animation credits and rendering final animation

### Summary of Learning Outcomes

Elements	Duration (Hours)
Modify animation footage	28
Apply colour grading	22
Synchronize audio elements	20
Write animation credits	18
Render final animation	22
<b>Total hours</b>	<b>110</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Modify animation footage	1.1 Introduction to Video editing 1.2 Video editing software user interface 1.3 Importing and sorting project files 1.4 Assembling footage 1.5 Cutting and trimming of timeline files	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>
2. Apply colour grading	2.1.Colour temperature 2.2.Creating Colour profile 2.3.Colour timing 2.4.Colour correction	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li></ul>

		<ul style="list-style-type: none"> <li>• Project and report writing</li> </ul>
3. Synchronize audio elements	3.1 Audio editing and synchronisation 3.2 Audio balancing and levelling	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Write animation credits	4.1 Creating Intros and Outros sequences 4.2 Credits formatting 4.3 Animating credits 4.4 Positioning credit slides	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
5. Render final animation	5.1 Rendering software interface 5.2 Rendering settings 5.3 Render versions	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### **Suggested Methods of Instruction**

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

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras

- Magazines
- Testing books
- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Color scanner
- Stereo studio headset
- Digital tablet
- Flash drives

## GRAPHICS DESIGN

**TVET CDACC UNIT CODE:** ME/CU/AN/CR/09/5/MA

### Relationship to Occupational Standards

This unit addresses the unit of competency: design digital graphics

**Duration of Unit:** 120 hours

### Unit Description

This unit specifies the competencies required to create digital graphics. It involves creating scrap Book, designing layout draft, and developing Sketch graphics, creating vector graphics and generating print media.

### Summary of Learning Outcomes

Elements	Duration (Hours)
Create scrap Book	22
Design layout draft	28
Create digital vector graphic	35
Generate print media	35
<b>Total hours</b>	<b>120</b>

### Learning Outcomes, Content and Suggested Assessment Methods

Learning Outcome	Content	Suggested Assessment Methods
1. Create scrap Book	1.1 Project brief analysis and budget preparation 1.2 Concept development 1.2.1. Research 1.2.2. Doodles creation. 1.2.3. Thumb nail sketches 1.2.4. Sketch variations 2.1.Design parameters 2.1.1 Style and techniques 2.1.2 Themes 2.1.3 Colour schemes	<ul style="list-style-type: none"><li>• Written tests</li><li>• Observation</li><li>• Oral questions</li><li>• Third party report</li><li>• Interviewing</li><li>• Project and report writing</li></ul>



2. Design layout draft	2.2.Adoption/customization of design layout 2.3.Grid 2.4.Scales and dimensions 2.5.Content placement	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
3. Develop Sketch graphics	3.1.Final design prototype 3.2.Final sketch out-line 3.3.Colour testing and validation	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
4. Create digital vector graphic	4.1.Introduction to digital graphics 4.2.Graphic Design user interface 4.2.1 Vector graphics 4.2.2 Raster graphics 4.3.Sketch graphics digitisation 4.2.1 Scanning 4.2.2 Digital tracing 4.4.Digital colour schemes 4.4.1 CMYK 4.4.2 RGB 4.5.Typography design	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>
5. Generate print media	5.1.File formats 5.2.Digital grid layout and set up. 5.3.Colour formatting 5.4.Spreads 5.5.Text formatting	<ul style="list-style-type: none"> <li>• Written tests</li> <li>• Observation</li> <li>• Oral questions</li> <li>• Third party report</li> <li>• Interviewing</li> <li>• Project and report writing</li> </ul>

### Suggested Methods of Instruction

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

- Case study
- Audio –visual aids

### **Recommended Resources**

- Computers
- Audio recorder
- Internet
- Digital Cameras
- Magazines
- Testing books
- Animation films
- Text books
- Editing & recording studio
- Computer software
- Television
- Drawing sets
- Drawing tables
- A4 Colour scanner
- Stereo studio headset
- Digital tablet
- Flash drives