

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**INTERIOR DESIGN**

**LEVEL 4**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

First published 2019

©2019, TVET CDACC

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 the 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

# FOREWORD

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

Reforms in the education sector are necessary for the achievement of Kenya Vision 2030 and meeting 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 (Sessional Paper No. 14 of 2012).

 A key feature of this policy is the radical change in the design and delivery of the 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 mode of delivery allows 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.

It is my conviction that this curriculum will play a great role towards development of competent human resource for the Interior design sector’s growth and sustainable development.

**PRINCIPAL SECRETARY, VOCATIONAL AND TECHNICAL TRAINING**

**MINISTRY OF EDUCATION**

# PREFACE

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

The Technical and Vocational Education and Training Act No. 29 of 2013 and the Sessional Paper No. 14 of 2012 on Reforming Education and Training in Kenya, emphasized the need toreform 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 Kenyan labour force.

TVET Curriculum Development, Assessment and Certification Council (TVET CDACC) in conjunction with Construction sector Skills Advisory Committee (SSAC), have developed this curriculum.

This curriculum has been developed following the CBET framework policy; the CBETA standards and guidelines provided by the TVET Authority and the Kenya National Qualification Framework designed by the Kenya National Qualification Authority.

This curriculum is designed and organized with an outline of learning outcomes; suggested delivery methods, training/learning resources and methods of assessing the trainee’s achievement. The curriculum is competency-based and allows multiple entry and exit to the course.

I am grateful to the Council Members, Council Secretariat, Construction SACC, expert workers and all those who participated in the development of this curriculum.

**CHAIRPERSON**

**TVET CDACC**

# ACKNOWLEDGEMENT

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 was received from various organizations.

I recognize with appreciation the role of the Construction sector Skills Advisory Committee (SSAC) in ensuring that competencies required by the industry are addressed in the curriculum. I also thank all stakeholders in the Interior design sector for their valuable input and all those who participated in the process of developing this curriculum.

I am convinced that this curriculum will go a long way in ensuring that workers in interior design will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# TABLE OF CONTENTS

[FOREWORD iii](#_Toc66175348)

[PREFACE iv](#_Toc66175349)

[ACKNOWLEDGEMENT v](#_Toc66175350)

[TABLE OF CONTENTS vi](#_Toc66175351)

[ACRONYMS vii](#_Toc66175352)

[KEY TO UNIT CODE viii](#_Toc66175353)

[COURSE OVERVIEW ix](#_Toc66175354)

[BASIC UNITS OF LEARNING 11](#_Toc66175355)

[COMMUNICATION SKILLS 12](#_Toc66175356)

[NUMERACY SKILLS 15](#_Toc66175357)

[DIGITAL LITERACY 19](#_Toc66175358)

[ENTREPRENEURIAL SKILLS 21](#_Toc66175359)

[EMPLOYABILITY SKILLS 25](#_Toc66175360)

[ENVIRONMENTAL LITERACY 28](#_Toc66175361)

[OCCUPATIONAL SAFETY AND HEALTH PRACTICES 31](#_Toc66175362)

[CORE UNITS OF LEARNING 34](#_Toc66175363)

[FUNDAMENTALS OF INTERIOR DESIGN 35](#_Toc66175364)

[INTERIOR FLOOR FINISHING 37](#_Toc66175365)

[INTERIOR WALL FINISHING 39](#_Toc66175366)

[CEILING FINISHING 41](#_Toc66175367)

[INTERIOR SOFT FURNISHINGS 43](#_Toc66175368)

# ABBREVIATIONS AND ACRONYMS

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CONS Construction

CR Core Competency

ICT Information Communication Technology

ID Interior Design

KNQA Kenya National Qualifications Authority

OS Occupational Standards

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

 CONS/CU/ID/BC/01/4/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

#

# COURSE OVERVIEW

Interior Design level 4 consists of competencies that an individual must achieve to construct residential and public buildings in an effective manner and save cost. It entails; applying design fundamentals, performing interior floor finishing, performing interior wall finishing, performing ceiling finishing and constructing interior soft furnishings.

This qualification consists of the following basic and core competencies:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours**  | **Credit factor** |
| CONS/CU/ID/BC/01/4/A | Communication Skills | 20 | 2 |
| CONS/CU/ID/BC/02/4/A | Numeracy Skills | 25 | 2.5 |
| CONS/CU/ID/BC/03/4/A | Digital Literacy  | 35 | 3.5 |
| CONS/CU/ID/BC/04/4/A | Entrepreneurial Skills | 60 | 6 |
| CONS/CU/ID/BC/05/4/A | Employability Skills | 30 | 3 |
| CONS/CU/ID/BC/06/4/A | Environmental Literacy | 20 | 2 |
| CONS/CU/ID/BC/07/4/A | Occupational Safety And Health Practices | 20 | 2 |
| **TOTAL** | **210** | **21** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours**  | **Credit factor** |
| CONS/CU/ID/CR/01/4/A | Fundamentals Of Interior Design | 20 | 2 |
| CONS/CU/ID/CR/02/4/A | Interior Floor Finishing  | 25 | 2.5 |
| CONS/CU/ID/CR/03/4/A | Interior Wall Finishing  | 20 | 2 |
| CONS/CU/ID/CR/04/4/A | Ceiling Finishing  | 25 | 2.5 |
| CONS/CU/ID/CR/05/4/A | Interior Soft Furnishings | 30 | 3 |
|  | Industrial Attachment | 300 | 30 |
| **TOTAL**  | **415** | **41.5** |
| **GRAND TOTAL**  | **630** | **63** |

The core units of learning are independent of each other and may be taken independently.

The total duration of the course is 630 hours:

**Industrial Attachment**

It is envisaged that the trainee will have undergone a field training and assessment with a recognized interior design firm as a prerequisite for completion of this training course. At least 300 hours (8 weeks) should be spent on a supervised and assessed field attachment.

**Entry Requirements**

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

1. Attained KCSE with mean grade of E

**Or**

1. Interior design National Certificate Qualification Level 3

**Or**

1. Equivalent qualifications in a related field as determined by Kenya National Qualifications Authority (KNQA)

**Assessment**

The course will be assessed at two levels: internally and externally. Internal assessment is continuous and is conducted by the trainer who is monitored by an accredited internal verifier while external assessment is conducted by accredited external assessors appointed by TVET CDACC.

**Trainer qualification**

A trainer for this course should have a higher qualification than the level of this course

**Certification**

A candidate will be issued with a national certificate of competency on demonstration of competence in a unit of competency. To attain the national qualification interior design technician level 4, the candidate must demonstrate competence in all the units of competency as given in qualification pack. These certificates will be issued by TVET CDACC in conjunction with training provider.

# BASIC UNITS OF LEARNING

# COMMUNICATION SKILLS

**UNIT CODE:** CONS/CU/ID/BC/01/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 20 Hours

**Unit Description**

This unit covers the competencies required demonstrate communication skills. It involves obtaining and conveying workplace information, completing relevant work-related documents, communicating information about workplace processes, leading workplace discussion and communicating workplace issues.

**Summary of Learning Outcomes**

1. Obtain and convey workplace information
2. Complete relevant work-related documents
3. Communicate information about workplace processes
4. Lead workplace discussions
5. Identify and communicate issues arising in the workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Obtain and convey workplace information
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Types of questions
* Organizational policies
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Third party reports
 |
| 1. Complete relevant work-related documents
 | * Types and purposes of workplace documents and forms
* Methods used in filling forms and documents
* Recording workplace data
* Process of distributing workplace forms and documents
* Report writing
* Types of workplace reports
 | * Interview
* Third party reports
 |
| 1. Communicate information about workplace processes
 | * Communication process
* Modes of communication
* Medium of communication
* Effective communication
* Barriers to communication
* Flow of communication
* Sources of information
* Organizational policies
* Organization requirements for written and electronic communication methods
* Report writing
* Effective questioning techniques (clarifying and probing)
* Workplace etiquette
* Ethical work practices in handling communication
 | * Interview
* Portfolio
 |
| 1. Lead workplace discussion
 | * Methods of discussion e.g.
	+ Coordination meetings
	+ Toolbox discussion
	+ Peer-to-peer discussion
* Solicitation of response
 | * Interview
* Third party reports
 |
| 1. Identify and communicate issues arising in the workplace
 | * Identification of problems and issues
* Organizing information on problems and issues
* Relating problems and issues
* Communication barriers affecting workplace discussions
 | * Interview
* Portfolio
 |

**Suggested Methods of Instruction**

* Direct instruction
* Demonstration
* Practice assignment
* Discussion
* Role play
* Brainstorming

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone
* Report writing templates

**NUMERACY SKILLS**

**UNIT CODE:** CONS/CU/ID/BC/02/4/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves identifying and using whole numbers and simple fractions, decimals and percentages for work, identifying, measuring and estimating familiar quantities for work, reading and using familiar maps, plans and diagrams for work, identifying and describing common 2D and some 3D shapes for work, constructing simple tables and graphs for work using familiar data and identifying and interpreting information in familiar tables, graphs and charts for work.

**Summary of Learning Outcomes**

1. Identify and use whole numbers and simple fractions, decimals and percentages for work
2. Identify, measure and estimate familiar quantities for work
3. Read and use familiar maps, plans and diagrams for work
4. Identify and describe common 2D and some 3D shapes for work
5. Construct simple tables and graphs for work using familiar data
6. Identify and interpret information in familiar tables, graphs and charts for work

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify and use whole numbers and simple fractions, decimals and percentages for work
 | * Whole numbers
* Simple fractions
* Decimals
* Percentages
* Sizes
* Problem solving methods
* Calculations using the 4 operations
* Recording and communicating numerical information
 | * Written
* Practice assignments

  |
| 2. Identify, measure and estimate familiar quantities for work | * Measurement information
* Units of measurement
* Estimate familiar and simple amounts
* Selection of appropriate measuring equipment
* Calculate using familiar units of measurement
* Check measurements and results against estimates
* Using informal and some formal mathematical and general language
* Record or report results
 | * Written
* Practice assignments
 |
| 3. Read and use familiar maps, plans and diagrams for work | * Maps, plans and diagrams
* Locate items and places in familiar maps, plans and diagrams
* Recognize common symbols and keys in familiar maps, plans and diagrams
* Direction and location of objects, or route or places
* Use of informal and some formal oral mathematical language and symbols
 | * Practical test
* Written
 |
| 4. Identify and describe common 2D and some 3D shapes for work | * Common 2D shapes and 3D shapes
* Classification of common 2D shapes and designs
* Description of Use informal and some formal language to describe common two-dimensional shapes and some common three-dimensional shapes
* Construction of common 2D shapes
* Match common 3D shapes to their 2D sketches or nets
 | * Written
* Practical test
 |
| 5. Construct simple tables and graphs for work using familiar data | * Types of graphs
* Determination of data to be collected
* Selection of data collection method
* Collection of data
* Determination of variables from the data collected
* Order and collate data
* Construct a table and enter data
* Construct a graph using data from table
* Check results
* Report or discuss graph information related to work using informal and some formal mathematical and general language
 | * Written
* Practical test
 |
| 6. Identify and interpret information in familiar tables, graphs and charts for work | * Tables construction and labeling
* i.e. title, headings, rows and columns
* Interpreting information and data in simple tables
* Relaying information of relevant workplace tasks on/in a table
* Identify familiar graphs and charts in familiar texts and contexts
* Locate title, labels, axes, scale and key from familiar graphs and charts
* Identify and interpret information and data in familiar graphs and charts
* Relate information to relevant workplace tasks
 | * Written
* Practical test
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Projectors
* Writing boards
* Mathematical tables

**DIGITAL LITERACY**

**UNIT CODE:** CONS/CU/ID/BC/03/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 35 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy in a working environment. It entails identifying computer software and hardware, applying security measures to data, hardware, software, applying computer software in solving task sand applying internet and email in communication at workplace.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware and software
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software
 | * Meaning of a computer
* Functions of a computer
* Components of a computer
* Classification of computers
 | * Written tests
* Oral
* Observation
 |
| 1. Apply security measures to data, hardware and software
 | * Data security and control
* Security threats and control measures
* Types of computer crimes
* Detection and protection against computer crimes
 | * Written tests
* Oral presentation
* Observation
* Projects
 |
| 1. Apply computer software in solving tasks
 | * Operating system
* Word processing
* Spread sheets
* Data base
 | * Oral questioning
* Observation
* Project
 |
| 1. Apply internet and email in communication at workplace
 | * Computer networks
* Uses of internet
* Electronic mail (e-mail) concept
 | * Oral questioning
* Observation
* Oral presentation
* Written report
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practical assignment
* Viewing of related videos
* Project
* Group discussions

**Recommended Resources**

* Desktop computers
* Laptop computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** CONS/CU/ID/BC/04/4/A

**Relationship to occupational standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurial Skills

**Duration of unit:** 60 hours

**Unit description**

This unit covers the competencies required for creating and maintaining small scale business, establishing small business customer base, managing and growing a micro/small-scale business.

**Summary of Learning Outcomes**

1. Create and maintain small scale business
2. Establish small scale business customer base
3. Manage small scale business
4. Grow/expand small scale business

 **Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Create and maintain small scale business
 | * Starting a small business
* Legal regulatory requirements in starting a small business
* SWOT/ PESTEL analysis
* Conducting market/industry survey
* Generation and evaluation of business ideas
* Matching competencies with business opportunities
* Forms of business ownership
* Location of a small business
* Legal and regulatory requirement
* Resources required to start a small business
* Common terminologies in entrepreneurship
* Entrepreneurship in national development
* Self-employment
* Formal and informal employment
* Entrepreneurial culture
* Myths associated with entrepreneurship
* Types, characteristics, qualities & role of entrepreneurs
* History, development and importance of entrepreneurship
* Theories of entrepreneurship
* Quality assurance for small businesses
* Policies and procedures on occupational safety and health and environmental concerns
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Establish small scale business customer base
 | * Good staff/workers and customer relations
* Marketing strategy
* Identifying and maintain new customers and markets
* Product/ service promotions
* Products / services diversification
* SWOT / PESTEL analysis
* Conducting a business survey
* Generating Business ideas
* Business opportunities
 | * Individual/group assignments
* projects
* Written
* Oral
 |
| 1. Manage small scale business
 | * Organization of a small business
* Small business’ business plan
* Marketing for small businesses
* Managing finances for small business
* Production/ operation process for goods/services
* Small business records management
* Book keeping and auditing for small businesses
* Business support services
* Small business resources mobilization and utilization
* Basic business social responsibility
* Management of small business
* Word processing concepts in small business management
* Computer application software
* Monitoring and controlling business operations
 | * Oral
* Individual/group assignments
* projects
* Written
 |
| 1. Grow/expand small scale business
 | * Methods of growing small business
* Resources for growing small business
* Small business growth plan
* Computer software in business development
* ICT and business growth
 | * Individual/group assignments
* projects
* Written
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Practice by trainee
* Role play
* Case study

**Recommended Resources**

* Case studies for small businesses
* Business plan templates
* Lap top/ desk top computer
* Internet
* Telephone
* Writing materials

# EMPLOYABILITY SKILLS

**UNIT CODE:** CONS/CU/ID/BC/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 30 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating critical safe work habits, demonstrating workplace learning and workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management
2. Demonstrate critical safe work habits
3. Demonstrate workplace learning
4. Demonstrate workplace ethics

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Conduct self-management
 | * Self-awareness
* Formulating personal vision, mission and goals
* Strategies for overcoming life challenges
* Emotional intelligence
* Assertiveness
* Expressing personal thoughts, feelings and beliefs
* Developing and maintaining high self-esteem
* Developing and maintaining positive self-image
* Articulating ideas and aspirations
* Accountability and responsibility
* Good work habits
* Self-awareness
* Self-development
* Financial literacy
* Healthy lifestyle practices
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate critical safe work habits
 | * Stress and stress management
* Punctuality and time consciousness
* Interpersonal communication
* Sharing information
* Leisure
* Integratingpersonal objectives into organizational objectives
* Resources utilization
* Setting work priorities
* HIV and AIDS
* Drug and substance abuse
* Handling emerging issues
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace learning
 | * Personal training needs identification and assessment
* Managing own learning
* Contributing to the learning community at the workplace
* Cultural aspects of work
* Variety of learning context
* Application of learning
* Safe use of technology
* Identifying opportunities
* Workplace innovation
* Performance improvement
* Handling emerging issues
* Future trends and concerns in learning
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |
| 1. Demonstrate workplace ethics
 | * Meaning of ethics
* Ethical perspectives
* Principles of ethics
* Values and beliefs
* Ethical standards
* Organization code of ethics
* Common ethical dilemmas
* Organization culture
* Corruption, bribery and conflict of interest
* Privacy and data protection
* Diversity, harassment and mutual respect
* Financial responsibility/accountability
* Etiquette
* Personal and professional integrity
* Commitment to jurisdictional laws
* Emerging issues in ethics
 | * Written tests
* Oral questioning
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Simulation/Role play
* Group Discussion
* Presentations
* Q&A
* Case studies
* Assignments

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** CONS/CU/ID/BC/06/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 20hours

**Unit Description**

This unit specifies the competencies required to demonstrate environmental literacy. It involves controlling environmental hazard, controlling environmental pollution, demonstrating sustainable resource use and evaluating current practices in relation to resource usage.

**Summary of Learning Outcomes**

1. Control environmental hazard
2. Control environmental pollution
3. Demonstrate sustainable use of resources
4. Evaluate current practices in relation to resource usage

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazard
 | * Purposes and content of Environmental Management and Coordination Act 1999
* Purposes and content of Solid Waste Act
* Storage methods for environmentally hazardous materials
* Disposal methods of hazardous wastes
* Types and uses of PPE in line with environmental regulations
* Occupational Safety and Health Standards (OSHS)
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Control environmental Pollution
 | * Types of pollution
* Environmental pollution control measures
* Types of solid wastes
* Procedures for solid waste management
* Different types of noise pollution
* Methods for minimizing noise pollution
 | * Written tests
* Oral questions
* Observation of work procedures
* Role play
 |
| 1. Demonstrate sustainable resource use
 | * Types of resources
* Techniques in measuring current usage of resources
* Calculating current usage of resources
* Methods for minimizing wastage
* Waste management procedures
* Principles of 3Rs (Reduce, Reuse, Recycle)
* Methods for economizing or reducing resource consumption
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Evaluate current practices in relation to resource usage
 | * Collection of information on environmental and resource efficiency systems and procedures,
* Measurement and recording of current resource usage
* Analysis and recording of current purchasing strategies.
* Analysis of current work processes to access information and data
* Identification of areas for improvement
 | * Written tests
* Oral questions
* Observation of work procedures
 |
| 1. Identify Environmental legislations/conventions for environmental concerns
 | * Environmental issues/concerns
* Environmental legislations /conventions and local ordinances
* Industrial standard /environmental practices
* International Environmental Protocols (Montreal, Kyoto)
* Features of an environmental strategy
 | * Written tests
* Oral questions
* Observation of work procedures
 |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Practical demonstration of tasks by trainer
* Practice by trainees/ role play
* Discussion
* Observations and comments and corrections by trainers

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** CONS/CU/ID/BC/07/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate Occupational Safety and Health Practices

**Duration of Unit:** 20 hours

**Unit Description**

This unit specifies the competencies required to practice safety and health and comply with OSH requirements relevant to work. It involves adhering to workplace procedures for hazards and risk prevention and participating in arrangements for workplace safety and health maintenance.

**Summary of Learning Outcomes**

1. Adhere to workplace procedures for hazards and risk prevention
2. Participate in arrangements for workplace safety and health maintenance

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Adhere to workplace procedures for hazards and risk prevention
 | * Arrangement of work area and items in accordance with Company housekeeping procedures
* Adherence to work standards and procedures
* Application of preventive and control measures, including use of safety gears/PPE
* Study and apply standards and procedures for incidents and emergencies.
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |
| 1. Participate in arrangements for workplace safety and health maintenance
 | * Participating in orientations on OSH requirements/regulations of tasks
* Providing feedback on health, safety, and security concerns to appropriate personnel as required in a sufficiently detailed manner
* Practice workplace procedures for reporting hazards, incidents, injuries and sickness
* OSH requirements/ regulations and workplace safety and hazard control procedures are reviewed, and compliance reported to appropriate personnel
* Identification of needed OSH-related trainings are proposed to appropriate personnel
 | * Oral questions
* Written tests
* Portfolio of evidence
* Third party report
 |

**Suggested Methods of Instruction**

* Assigments
* Discussion
* Q&A
* Role play
* Viewing of related videos

**Recommended Resources**

* Computers
* Stationery
* Charts
* Video clips
* Audio tapes
* Radio sets
* TV sets
* LCD projectors
* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE) e.g.
* Mask
* Face mask/shield
* Safety bootsn
* Safety harness
* Arm/Hand guard, gloves
* Eye protection (goggles, shield)
* Hearing protection (ear muffs, ear plugs)
* Hair Net/cap/bonnet
* Hard hat
* Face protection (mask, shield)
* Apron/Gown/coverall/jump suit
* Anti-static suits
* High-visibility reflective vest

# CORE UNITS OF LEARNING

# FUNDAMENTALS OF INTERIOR DESIGN

**UNIT CODE:** CONS/CU/ID/CR/01/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: apply design fundamentals

**Duration of unit:** 20 hours

**Unit description**

This unit specifies the competencies required to apply design fundamentals.It involves demonstrating; elements of design, principles of design and colour theory.

**Summary of learning outcomes**

1. Demonstrate elements of interior design
2. Demonstrate principles of interior design
3. Demonstrate colour theory

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Suggested Assessment Methods** |
| 1. Demonstrate elements of interior design
 | * Introduction to elements of interior design
* Application of interior design elements
 | * Written tests
* Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Demonstrate principles of interior design
 | * Principles of interior design
* Application of interior design principles
 | * Written tests
* Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Demonstrate colour theory
 | * Introduction to colour
* Physical properties of colour
* Types of colours
* Colour wheel
* Colour application in interiors
 | * Written tests
* Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |

**Suggested methods of instruction**

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

**Recommended resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Relevant computer software for design
* Internet connectivity
* Stationery

# **INTERIOR FLOOR FINISHING**

**UNIT CODE:** CONS/CU/ID/CR/02/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform interior floor finishing

**Duration of unit:** 25 hours

**Unit description**

This unit specifies the competencies required to perform interior floor finishing**.** It involves; fitting interior floor finishes, finishing interior flooring and maintaining interior floor finishes.

**Summary of Learning Outcomes**

1. Fit interior floor finishes
2. Finish interior flooring
3. Maintain interior floor finishes

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Fit interior floor finishes
 | * Introduction to floor finishes
* Types of floor finishes
* Floor finishing tools and equipment
* Floor preparation
* Installation techniques
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Finish interior flooring
 | * Tile grouting and cleaning
* Floor polishing
* Carpet trimming and gripping
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Maintain interior floor finishes
 | * Maintenance tools and equipment
* Floor maintenance
	+ Repairing
	+ Cleaning
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |

**Suggested methods of instruction**

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

**Recommended resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Relevant computer software for design
* Internet connectivity
* Stationery

# **INTERIOR WALL FINISHING**

**UNIT CODE:** CONS/CU/ID/CR/03/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform interior wall finishing

**Duration of unit:** 20 hours

**Unit description**

This unit specifies the competencies required to perform interior wall finishing.It involves; fitting interior wall finishes, painting interior walls and maintaining interior wall finishes.

**Summary of Learning Outcomes**

1. Fit interior wall finishes
2. Paint interior walls
3. Maintain interior wall finishes

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Fit interior wall finishes
 | * Introduction to wall finishes
* Types of wall finishes
* Wall finishing tools and equipment
* Wall preparation
* Installation techniques
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Paint interior walls
 | * Types of paints
* Painting tools and equipment
* Paint preparation
* Wall surface preparation
* Painting techniques
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Maintain interior wall finishes
 | * Maintenance tools and equipment
* Wall maintenance
	+ Repair
	+ Cleaning
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |

**Suggested methods of instruction**

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

**Recommended resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Relevant computer software for design
* Internet connectivity
* Stationery

# **CEILING FINISHING**

**UNIT CODE:** CONS/CU/ID/CR/04/4/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: perform ceiling finishing

**Duration of unit:** 25 hours

**Unit description**

This unit specifies the competencies required to perform ceiling finishing.It involves; constructing ceiling frameworks, fitting ceiling finishes and maintaining ceiling finishes.

**Summary of Learning Outcomes**

1. Construct ceiling frameworks
2. Fit ceiling finishes
3. Maintain ceiling finishes

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Construct ceiling frameworks
 | * Types ceiling framework materials
* Types ceiling frameworks
* Tools and equipment
* Ceiling frameworks installation
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Fit ceiling finishes
 | * Types of ceilings
* Types of ceiling finishes
* Tools and equipment
* Ceiling preparation
* Installation techniques
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Maintain ceiling finishes
 | * Maintenance tools and equipment
* Ceiling maintenance
	+ Repair
	+ Cleaning
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |

**Suggested methods of instruction**

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

**Recommended resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Relevant computer software for design
* Internet connectivity
* Stationery

# INTERIOR SOFT FURNISHINGS

**UNIT CODE:** CONS/CU/ID/CR/05/4/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: construct interior soft furnishings.

**Duration of unit:** 30 hours

**Unit description**

This unit specifies the competencies required to construct interior soft furnishings. It involves; constructing interior soft furnishings, finishing interior soft furnishings, fitting interior soft furnishings and maintaining interior soft furnishings.

**Summary of Learning Outcomes**

1. Construct interior soft furnishings
2. Finish interior soft furnishings
3. Fit interior soft furnishings
4. Maintain interior soft furnishings

**Learning Outcomes, Content and Suggested Assessment Methods**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Construct interior soft furnishings
 | * Introduction to soft furnishings
* Soft furnishing materials
* Construction tools and equipment
* Construction techniques
* Soft furnishing construction
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Finish interior soft furnishings
 | * Finishing materials
* Finishing techniques
* Finishing soft furnishings
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Fit interior soft furnishings
 | * Fitting tools and equipment
* Fit interior soft furnishings
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |
| 1. Maintain interior soft furnishings
 | * Maintenance tools and equipment
* Maintenance
	+ Repair
	+ Cleaning
 | * Observation
* Oral questions
* Third party report
* Interviewing
* Project
 |

**Suggested methods of instruction**

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

**Recommended resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Relevant computer software for design
* Internet connectivity
* Stationery