

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**INTERIOR DESIGN**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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**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 SSAC, 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 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 Construction will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

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# 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/01/5/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

# 

# COURSE OVERVIEW

Interior design Level 5 consists of competencies that an individual must achieve to interior designs residential and public buildings in effective manner and cost saving. It entails conceptualizing interior design, performing interior design drawings, performing interior design finishing, performing interior design soft furnishing and accessories, developing interior furniture and fittings, constructing building elements and components and applying design fundamentals.

This qualification consists of the following basic and core competencies:

**BASIC UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit of Learning Code** | **Unit of Learning Title** | **Duration in Hours** | **Credit factor** |
| CONS/CU/ID/BC/01/5/A | Communication Skills | 25 | 2.5 |
| CONS/CU/ID/BC/02/5/A | Numeracy Skills | 40 | 4 |
| CONS/CU/ID/BC/03/5/A | Digital Literacy | 45 | 4.5 |
| CONS/CU/ID/BC/04/5/A | Entrepreneurial Skills | 70 | 7 |
| CONS/CU/ID/BC/05/5/A | Employability Skills | 50 | 5 |
| CONS/CU/ID/BC/06/5/A | Environmental Literacy | 25 | 2.5 |
| CONS/CU/ID/BC/07/5/A | Occupational Safety and Health Practices | 25 | 2.5 |
| **TOTAL** | | **280** | **28** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours** | **Credit factor** |
| CONS/CU/ID/CR/01/5/A | Interior Design Conceptualization | 60 | 6 |
| CONS/CU/ID/CR/02/5/A | Interior Design Drawings | 120 | 12 |
| CONS/CU/ID/CR/03/5/A | Interior Design Finishing | 80 | 8 |
| CONS/CU/ID/CR/04/5/A | Interior Design Soft Furnishing And Accessories | 80 | 8 |
| CONS/CU/ID/CR/05/5/A | Interior Furniture And Fittings | 80 | 8 |
| CONS/CU/ID/CR/06/5/A | Building Elements And Components | 80 | 8 |
| CONS/CU/ID/CR/07/5/A | Fundamentals Of Interior Design | 60 | 6 |
|  | Industrial Attachment | 360 | 36 |
| **TOTAL** | | **920** | **92** |
| **GRAND TOTAL** | | **1200** | **120** |

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

The total duration of the course is 1,200 hours:

**Field 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 480 hours (12 weeks) will 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 D (plain)

**Or**

1. Interior design National Certificate Qualification Level 4

**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.

**Certification**

A candidate will be issued with a Certificate of Competency on demonstration of competence in a unit of competency. To attain the National Interior Design Certificate Level 5, 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/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Communication Skills

**Duration of Unit:** 25hours

**Unit Description**

This unit covers the competencies required to demonstrate communication skills. It involves meeting communication needs of clients and colleagues, contributing to the development of communication strategies, conducting workplace interviews, facilitating group discussions and representing the organisation.

**Summary of Learning Outcomes**

1. Meet communication needs of clients and colleagues
2. Contribute to the development of communication strategies
3. Conduct interviews
4. Facilitate group discussions
5. Represent the organization

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Meet communication needs of clients and colleagues | * 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 * Active listening * Feedback * Interpretation * Flexibility in communication | * Interview * Third party reports * Written texts |
| 1. Contribute to the development of communication strategies | * Dynamics of groups * Styles of group leadership * Openness and flexibility in communication * Communication skills relevant to client groups | * Written * Observation |
| 1. Conduct interviews | * Types of interview * Establishing rapport * Facilitating resolution of issues * Developing action plans | * Written * Observation |
| 1. Facilitate group discussions | * Identification of communication needs * Dynamics of groups * Styles of group leadership * Presentation of information * Encouraging group members participation * Evaluating group communication strategies | * Written * Observation |
| 1. Represent the organization | * Presentation techniques * Development of a presentation * Multi-media utilization in presentation * Communication skills relevant to client groups | * Observation * Written |

**Suggested Methods of Instruction**

* Role playing
* Viewing of related videos

**Recommended Resources**

* Desktop computers/laptops
* Internet connection
* Projectors
* Telephone

**NUMERACY SKILLS**

**UNIT CODE:** CONS/CU/ID/BC/02/5/A

**Relationship to Occupational Standards:**

This unit addresses the Unit of Competency: Demonstrate Numeracy Skills

**Duration of Unit:** 40 hours

**Unit Description**

This unit covers the competencies required to demonstrate numeracy skills. It involves calculating with whole numbers and familiar fractions, decimals, and percentages for work estimating, measuring, and calculating with routine metric measurements for work, using routine maps and plans for work, interpreting, drawing and constructing 2D and 3D shapes for work, interpreting routine tables, graphs and charts for work, collecting data and constructing routine tables and graphs for work and using basic functions of calculator

**Summary of Learning Outcomes**

1. Calculate with whole numbers and familiar fractions, decimals and percentages for work
2. Estimate, measure and calculate with routine metric measurements for work
3. Use routine maps and plans for work
4. Interpret, draw and construct 2D and 3D shapes for work
5. Interpret routine tables, graphs and charts for work
6. Collect data and construct routine tables and graphs for work
7. Use basic functions of calculator

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Calculate with whole numbers and familiar fractions, decimals and percentages for work | * Interpretation of whole numbers, fractions, decimals, percentages and rates * Calculations involving several steps * Calculation with whole numbers and routine or familiar fractions, decimals and percentages * Conversion between equivalent forms of fractions, decimals and percentages * Application of order of operations to solve multi-step calculations * Application of problem solving strategies * Making estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use of formal and informal mathematical language and symbolism to communicate the result of a task | * Written * Practical test * Observation |
| 1. Estimate, measure and calculate with routine metric measurements for work | * Selection and interpretation of measurement information in workplace tasks and texts * Identification and selection of routine measuring equipment * Estimation and making measurements using correct units * Estimation and calculation using routine measurements * Performing conversions between routinely used metric units * Using problem solving processes to undertake tasks * Recording information using mathematical language and symbols | * Written * Practical test * Observation |
| 1. Use routine maps and plans for work | * Identification of features in routine maps and plans * Symbols and keys used in routine maps and plans * Identification and interpretation of orientation of map to North * Demonstrate understanding of direction and location * Apply simple scale to estimate length of objects, or distance to location or object * Give and receive directions using both formal and informal language | * Written * Practical test * Observation |
| 1. Interpret, draw and construct 2D and 3D shapes for work | * Identify two dimensional shapes and routine three-dimensional shapes in everyday objects and in different orientations * Explain the use and application of shapes * Use formal and informal mathematical language and symbols to describe and compare the features of two-dimensional shapes and routine three-dimensional shapes * Identify common angles * Estimate common angles in everyday objects * Use formal and informal mathematical language to describe and compare common angles * Use common geometric instruments to draw two dimensional shapes * Construct routine three-dimensional objects from given nets | * Written * Practical test * Observation |
| 1. Interpret routine tables, graphs and charts for work | * Identify routine tables, graphs and charts in predominately familiar texts and contexts * Identify common types of graphs and their different uses * Identify features of tables, graphs and charts * Locate specific information * Perform calculations to interpret information * Explain how statistics can inform and persuade * Identify misleading statistical information * Discuss information relevant to the workplace | * Oral * Written * Practical test * Observation |
| 1. Collect data and construct routine tables and graphs for work | * Identify features of common tables and graphs * Identify uses of **different tables and graphs** * Determine data and variables to be collected * Determine audience * Select a method to collect data * Collect data * Collate information in a table * Determine suitable scale and axes * Draft and draw graph to present information * Check that data meets the expected results and context * Report or discuss information using formal and informal mathematical language | * Written * Practical test * Observation |
| 1. Use basic functions of calculator | * Identify and use keys for basic functions on a calculator * Calculate using whole numbers, money and routine decimals and percentages * Calculate with routine fractions and percentages * Apply order of operations to solve multi-step calculations * Interpret display and record result * Make estimations to check reasonableness of problem solving process, outcome and its appropriateness to the context and task * Use formal and informal mathematical language and appropriate symbolism and conventions to communicate the result of the task | * Written * Practical test * Observation |

**Suggested Methods of Instruction**

* Demonstrations
* Role playing
* Viewing of related videos
* Discussion
* Assignments

**Recommended resources**

* Calculators
* Basic measuring instruments

**DIGITAL LITERACY**

**UNIT CODE:** CONS/CU/ID/BC/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Digital Literacy

**Duration of Unit:** 45 hours

**Unit Description**

This unit covers the competencies required to demonstrate digital literacy. It involves identifying appropriate computer software and hardware, applying security measures to data, hardware software in automated environment, applying computer software in solving tasks, applying internet and email in communication at workplace, applying desktop publishing in official assignment and preparing presentation packages.

**Summary of Learning Outcomes**

1. Identify computer software and hardware
2. Apply security measures to data, hardware, software in automated environment
3. Apply computer software in solving tasks
4. Apply internet and email in communication at workplace
5. Apply desktop publishing in official assignments
6. Prepare presentation packages

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify computer hardware and software | * Concepts of ICT * Functions of ICT * History of computers * Components of a computer * Classification of computers | * Written tests * Oral presentation * 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 * Laws governing protection of ICT | * Written tests * Oral presentation * Observation * Project |
| 1. Apply computer software in solving tasks | * Operating system * Word processing * Spread sheets * Data base design and manipulation * Data manipulation, storage and retrieval | * Oral questioning * Observation * Project |
| 1. Apply internet and email in communication at workplace | * Computer networks * Network configurations * Uses of internet * Electronic mail (e-mail) concept | * Oral questioning * Observation * Oral presentation * Written report |
| 1. Apply desktop publishing in official assignments | * Concept of desktop publishing * Opening publication window * Identifying different tools and tool bars * Determining page layout * Opening, saving and closing files * Drawing various shapes using DTP * Using colour pellets to enhance a document * Inserting text frames * Importing and exporting text * Object linking and embedding * Designing of various publications * Printing of various publications | * Oral questioning * Observation * Oral presentation * Written report * Project |
| 1. Prepare presentation packages | * Types of presentation packages * Procedure of creating slides * Formatting slides * Presentation of slides * Procedure for editing objects | * Oral questioning * Observation * Oral presentation * Written report * Project |

**Suggested Methods of Instruction**

* Demonstration
* Viewing of related videos
* Discussions
* Assignments
* Direct instructions

**Recommended Resources**

* Computers
* Other digital devices
* Printers
* Storage devices
* Internet access
* Computer software

**ENTREPRENEURIAL SKILLS**

**UNIT CODE:** CONS/CU/ID/BC/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Entrepreneurship

**Duration of unit:** 70 hours

**Unit Description**

This unit covers the competencies required to demonstrate understanding of entrepreneurship. It involves demonstrating understanding of an entrepreneur, entrepreneurship and self-employment. It also involves identifying entrepreneurship opportunities, creating entrepreneurial awareness, applying entrepreneurial motivation and developing business innovative strategies.

**Summary of Learning Outcomes**

* 1. Demonstrate understanding of an entrepreneur
  2. Demonstrate knowledge of entrepreneurship and self-employment
  3. Identify entrepreneurship opportunities
  4. Create entrepreneurial awareness
  5. Apply entrepreneurial motivation
  6. Develop innovative business strategies
  7. Develop Business plan

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate knowledge of entrepreneurship and self-employment | * Importance of self-employment * Requirements for entry into self-employment * Role of an Entrepreneur in business * Contributions of Entrepreneurs to National development * Entrepreneurship culture in Kenya * Born or made entrepreneurs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Identify entrepreneurship opportunities | * Business ideas and opportunities * Sources of business ideas * Business life cycle * Legal aspects of business * Assessment of product demand * Business environment * Factors to consider when evaluating business environment * Technology in business | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Create entrepreneurial awareness | * Forms of businesses * Sources of business finance * Factors in selecting source of business finance * Governing policies on Small Scale Enterprises (SSEs) * Problems of starting and operating SSEs | * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Apply entrepreneurial motivation | * Internal and external motivation * Motivational theories * Self-assessment * Entrepreneurial orientation * Effective communications in entrepreneurship * Principles of communication * Entrepreneurial motivation | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop business innovative strategies | * Innovation in business * Small business Strategic Plan * Creativity in business development * Linkages with other entrepreneurs * ICT in business growth and development | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |
| 1. Develop Business Plan | * Business description * Marketing plan * Organizational/Management * plan * Production/operation plan * Financial plan * Executive summary * Presentation of Business Plan | * Case studies * Individual/group assignments * Projects * Written tests * Oral questions * Third party report * Interviews |

**Suggested Methods of instruction**

* Direct instruction
* Project
* Case studies
* Field trips
* Discussions
* Demonstration
* Question and answer
* Problem solving
* Experiential
* Team training

**Recommended Resources**

* Case studies
* Business plan templates
* Computers
* Overhead projectors
* Internet
* Mobile phone
* Video clips
* Films
* Newspapers and Handouts
* Business Journals
* Writing materials

**EMPLOYABILITY SKILLS**

**UNIT CODE:** CONS/CU/ID/BC/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Employability Skills

**Duration of Unit:** 50 hours

**Unit Description**

This unit covers competencies required to demonstrate employability skills. It involves conducting self-management, demonstrating interpersonal communication, critical safe work habits, leading a workplace team, planning and organizing work, maintaining professional growth and development, demonstrating workplace learning, problem solving skills and managing workplace ethics.

**Summary of Learning Outcomes**

1. Conduct self-management

2. Demonstrate interpersonal communication

3. Demonstrate critical safe work habits

4. Lead small teams

5. Plan and organize work

6. Maintain professional growth and development

7. Demonstrate workplace learning

8. Demonstrate problem solving skills

9. 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 versus aggressiveness * 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 * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate interpersonal communication | * Meaning of interpersonal communication * Listening skills * Types of audience * Writing skills * Reading skills * Meaning of empathy * Understanding customers’ needs * Establishing communication networks * Sharing information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate critical safe work habits | * Stress and stress management * Punctuality and time consciousness * 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 * Interviewing * Portfolio of evidence * Third party report |
| 1. Lead a small team | * Leadership qualities * Team building * Determination of team roles and objectives * Team performance indicators * Responsibilities in a team * Forms of communication * Complementing team activities * Gender and gender mainstreaming * Human rights * Maintaining relationships * Conflicts and conflict resolution | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Plan and organize work | * Functions of management * Planning * Organizing * Time management * Decision making process * Task allocation * Evaluating work activities * Resource utilization * Problem solving * Collecting and organising information | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Maintain professional growth and development | * Opportunities for professional growth * Assessing training needs * Licenses and certifications for professional growth and development * Pursuing personal and organizational goals * Identifying work priorities * Recognizing career advancement | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate workplace learning | * 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 * Generating new ideas * Workplace innovation * Performance improvement * Handling emerging issues * Future trends and concerns in learning | * Written tests * Oral questioning * Interviewing * Portfolio of evidence * Third party report |
| 1. Demonstrate problem solving skills | * Problem identification * Problem solving * Application of problem-solving strategies * Resolving customer concerns | * Written tests * Oral questioning * Interviewing * 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 * Interviewing * Portfolio of evidence * Third party report |

**Suggested Methods of Instruction**

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

**Recommended Resources**

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

**ENVIRONMENTAL LITERACY**

**UNIT CODE:** CONS/CU/ID/BC/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Demonstrate Environmental Literacy

**Duration of Unit:** 25 hours

**Unit Description**

This unit describes the competencies required to demonstrate understanding of environmental literacy. It involves controlling environmental hazard, controlling control environmental pollution, complying with workplace sustainable resource use, evaluating current practices in relation to resource usage, identifying environmental legislations/conventions for environmental concerns, implementing specific environmental programs and monitoring activities on environmental protection/programs.

**Summary of Learning Outcomes**

1. Control environmental hazards
2. Control environmental Pollution
3. Demonstrate sustainable use of resource
4. Evaluate current practices in relation to resource usage
5. Identify Environmental legislations/conventions for environmental concerns
6. Implement specific environmental programs
7. Monitor activities on Environmental protection/Programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Control environmental hazards | * 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 test * Oral questions * Observation |
| 1. Control environmental Pollution control | * 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 test * Oral questions * Observation |
| 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 test * Oral questions * Observation |
| 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 test * Oral questions * Observation |
| 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 questions * Oral questions * Observation |
| 1. Implement specific environmental programs | * Community needs and expectations * Resource availability * 5 s of good housekeeping * Identification of programs/Activities * Setting of individual roles /responsibilities * Resolving problems /constraints encountered * Consultation with stakeholders | * Written questions * Oral questions * Observation |
| 1. Monitor activities on Environmental protection/Programs | * Periodic monitoring and Evaluation of activities * Gathering feedback from stakeholders * Analysing data gathered * Documentation of recommendations and submission * Setting of management support systems to sustain and enhance the program * Monitoring and reporting of environmental incidents to concerned /proper authorities | * Oral questions * Written tests * Practical test * Observation |

**Suggested Methods of Instruction**

* Instructor led facilitation of theory
* Demonstration by trainer
* Viewing of related videos
* Project
* Assignements
* Role play

**Recommended Resources**

* Standard operating and/or other workplace procedures manuals
* Specific job procedures manuals
* Environmental Management and Coordination Act 1999
* Machine/equipment manufacturer’s specifications and instructions
* Personal Protective Equipment (PPE)
* ISO standards
* Ccompany environmental management systems (EMS)
* Montreal Protocol
* Kyoto Protocol

**OCCUPATIONAL SAFETY AND HEALTH PRACTICES**

**UNIT CODE:** CONS/CU/ID/BC/07/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: Demonstrate occupational safety and health practices

**Duration of Unit:** 25 hours

**Unit Description**

This unit specifies the competencies required to identify workplace hazards and risk, identify and implement appropriate control measures and implement OSH programs, procedures and policies/ guidelines

**Summary of Learning Outcomes**

1. Identify workplace hazards and risk
2. Control OSH hazards
3. Implement OSH programs

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Identify workplace hazards and risks | * Identification of hazards in the workplace and/or the indicators of their presence * Evaluation and/or work environment measurements of OSH hazards/risk existing in the workplace is conducted by * Authorized personnel or agency * Gathering of OHS issues and/or concerns raised | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Control OSH hazards | * Prevention and control measures, including use of PPE (personal protective equipment) for specific hazards are identified and implemented * Appropriate risk controls based on result of OSH hazard evaluation is recommended * Contingency measures, including emergency procedures during workplace incidents and emergencies are recognized and established in accordance with organization procedures | * Oral questions * Written tests * Portfolio of evidence * Third party report |
| 1. Implement OSH programs | * Providing information to work team about company OHS program, procedures and policies/guidelines * Participating in implementation of OSH procedures and policies/ guidelines * Training of team members and advice on OSH standards and procedures * Implementation of procedures for maintaining OSH-related records | * 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**

* 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 boots
* 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

# INTERIOR DESIGN CONCEPTUALIZATION

**UNIT CODE:** CONS/CU/ID/CR/01/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: Conceptualize Interior Design

**Duration of Unit:** 60 hours

**Unit Description**

This unit specifies the competencies required to conceptualize interior design. It involves; carrying out inception process, performing design research, performing Outline proposals, refining design concepts, creating pictorial impressions and producing detail drawings.

**Summary of Learning Outcomes**

1. Carry out inception process
2. Perform design research
3. Perform outline proposals
4. Refine design concepts
5. Create pictorial impressions
6. Produce detail drawings

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Carry out inception process | * Introduction to interior design * Client’s brief and interpretation * Site parameters * Project requirements | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Perform design research | * Introduction to research design * Space needs and standards * Historical precedent * Contemporary precedent * Socio-cultural aspects * Ways of design presentation | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Perform outline proposals | * Conventional standards * Sketching process * Ways of sketching * Sketch tools and equipment | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Refine design concepts | * Drawings and models * Design evaluation * Design solution documentation | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Create pictorial impressions | * Pictorials/models evaluation * Ways of presentation * Portfolio * CADD * Sketch work * Models * Animation | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Produce detail drawings | * Technical drawings * Plans * Sections * elevations * Preparation of schedules * Finishes * Furniture * Lighting | * Written tests * Observation * Oral questions * Third party report * Interviewing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# INTERIOR DESIGN DRAWINGS

**UNIT CODE:** CONS/CU/ID/CR/02/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: communicate interior design

**Duration of Unit:** 120 hours

**Unit description**

This unit specifies the competencies required to perform interior design drawings. It involves; performing free-hand drawing, performing hand rendering, producing technical drawing, performing perspective drawings, carrying out model making, producing computer graphics and producing computer aided drafting.

**Summary of Learning Outcomes**

1. Perform free-hand drawing
2. Perform hand rendering
3. Produce technical drawing
4. Carry out model making
5. Produce computer graphics
6. Produce computer aided drafting

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Perform free-hand drawing | * Introduction of free-hand drawing * Free-hand drawing tools and equipment * Freehand drawing techniques * Sighting techniques * Still life drawing * Perspective drawing | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Perform hand rendering | * Introduction to hand rendering * Hand rendering techniques * Stippling * Hatching * Shading * Painting * Colouring | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Produce technical drawing | * Introduction to drafting * Drawing tools and equipment. * Drafting conventions * Types of lines * Lettering * Dimensioning * Architectural symbols * Working drawings * Plans * Elevations * Sections * Generation of 3D drawings * Paraline * Perspective | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Carry out model making | * Model making tools and materials * Model making techniques * Scaling models * Model making process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Produce computer graphics | * Introduction to computer graphics * Types of computer graphic software * Editing images * Colour * Light * Contrast * Size * Enhancement * Backgrounds * Computer graphics presentation | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Produce computer aided drafting | * Introduction to computer aided drafting * Types of CAD software * Advantages of CAD * CAD interface * Scaling of drawing * Dimensioning drawings * Modification of drawings * Drawing proposed concepts * Documentation of drawings * Project presentation | * Written tests * Observation * Oral questions * Third party report * Interviewing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# **INTERIOR DESIGN FINISHING**

**UNIT CODE:** CONS/CU/ID/CR/03/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to perform interior design finishing. It involves; constructing interior floor, interior walls, interior celling, interior mouldings, interior rails, installing fire place finishes and applying interior painting.

**Summary of Learning Outcomes**

1. Construct interior floors
2. Construct interior walls
3. Construct interior ceiling
4. Construct interior mouldings
5. Construct interior rails
6. Install fire place finishes
7. Apply interior painting

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Construct interior floors | * Introduction of interior finishes * Classification of floor finishes * Functional requirements * Flooring material properties * Types of floor finishes * Installation techniques | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior walls | * Classification of walls * Features of walls * Functional requirements * Types of wall finishes * Wall material properties * Construction details | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior ceiling | * Classification of ceilings * Properties of ceiling finishes * Functional requirements * Types of ceiling finishes * Installation details | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior mouldings | * Types of mouldings finishes * Mouldings materials * Constructions details | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior rails | * Types of rails * Function of rails * Interior rails construction * Rails installation * Rail finishing | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Install fire place finishes | * Types of fire places * Firebox materials properties * Fireplace construction details * Fireplace finishes are installed | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Apply interior painting | * Introduction to paints * Types of paints * Paint effects * Painting techniques * Paint application * Painting process | * Written tests * Observation * Oral questions * Third party report * Interviewing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# INTERIOR DESIGN SOFT FURNISHING AND ACCESSORIES

**UNIT CODE:** CONS/CU/ID/CR/04/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **perform interior design soft furnishing and accessories**

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to perform interior design soft furnishing and accessories. It involves; constructing interior pillows and cushions, interior rugs and carpets, interior draperies, interior wall hangings, interior upholstery, constructing interior bedding, interior lampshades, performing interior landscaping and determining interior vases and sculpture.

**Summary of Learning Outcomes**

1. Construct interior pillows and cushions
2. Construct interior rugs and carpets
3. Construct interior draperies
4. Construct interior wall hangings
5. Construct interior upholstery
6. Construct interior bedding
7. Construct interior lampshades
8. Perform interior landscaping
9. Determine interior vases and sculpture

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Construct interior pillows and cushions | * Introduction to soft furnishings and accessories * Importance of furnishings * Types of pillows and cushions materials * Pillows and cushions construction | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior rugs and carpets | * Meaning of terms * Classification rugs and carpets * Importance of rugs and carpets * Rugs and carpets materials * Rugs and carpets construction | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior draperies | * Meaning of terms * Classification of draperies * Importance of draperies * Drapery materials * Drapery finishes * Drapery construction | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior wall hangings | * Classification of wall hangings * Importance of wall hangings * Wall hangings finishes * Wall hangings materials * Wall hangings construction and mounting | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior upholstery | * Upholstery materials and properties * Importance of upholstery * Upholstery finishes * Upholstery fitting | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Construct interior bedding | * Meaning of terms * Classification of bedding * Importance of bedding * Bedding materials * Bedding finishes * Bedding construction | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Construct interior lampshades | * Functions of lampshades * Types of lampshades * Lampshade fittings * Lampshades construction materials * Fitting lampshades | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Perform interior landscaping | * Interior landscaping elements * Space preparation * Arrangement of interior landscaping components * Interior landscaping maintenance | * Written tests * Observation * Oral questions * Third party report * Interviewing |
| 1. Determine interior vases and sculpture | * Classification of vases * Vases making materials * Vases selection and placement * Classification of sculptures * Materials for sculptures * Selection and placement of sculptures | * Written tests * Observation * Oral questions * Third party report * Interviewing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# INTERIOR FURNITURE AND FITTINGS

**UNIT CODE:** CONS/CU/ID/CR/05/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **develop interior furniture and fittings**

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to develop interior furniture and fittings. It involves; determining furniture, fixtures and fittings, constructing interior furniture and fixtures, installing interior fixtures, maintaining interior furniture and fittings and installing interior fittings.

**Summary of Learning Outcomes**

1. Determine furniture, fixtures and fittings
2. Construct interior furniture and fixtures
3. Install interior fixtures
4. Maintain interior furniture and fittings
5. Install interior fittings

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Determine furniture, fixtures and fittings | * Introduction to furniture, fixtures and fittings * Characteristics of furniture and fixtures * Function of furniture and fixtures * Types of furniture and fixtures * Styles of furniture and fixtures * Classification of furniture and fixtures * Furniture and fixtures arrangement methods | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior furniture and fixtures | * Properties of furniture and fixtures materials * Types of furniture and fixtures materials * Qualities of furniture and fixtures materials * Furniture and fixtures construction methods. * Furniture and fixtures finishes | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Install interior fixtures | * Furniture and fixtures construction tools and equipment * Construction techniques * Joinery methods * Furniture and fixtures finishing * Fabrication methods * Furniture and fixtures assembling | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Maintain interior furniture and fittings | * Maintenance tools and equipment * Cleaning detergents * Furniture and fittings repair process * Furniture and fittings cleaning process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Install interior fittings | * Installation techniques * Hardware and decorative accessories * Interior fittings:   + Kitchen   + Bathroom | * Written tests * Observation * Oral questions * Third party report * Interviewing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# BUILDING ELEMENTS AND COMPONENTS

**UNIT CODE**: CONS/CU/ID/CR/06/5/A

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **construct building elements and components**

**Duration of Unit:** 80 hours

**Unit Description**

This unit specifies the competencies required to construct building elements and components. It involves; fitting interior doors, fitting interior windows, decorating interior staircases, constructing interior walls, interior beams and columns and interior ceilings

**Summary of Learning Outcomes**

1. Fit interior doors
2. Fit interior windows
3. Decorate interior staircases
4. Construct interior walls
5. Construct interior beams and columns
6. Construct interior ceiling

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Fit interior doors | * Introduction to building elements and components * Functional requirements of doors * Types of doors * Construction details * Door finishes * Fitting doors | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Fit interior windows | * Functional requirements of windows * Types of windows * Window movements * Construction details * Window finishes * Fitting windows | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Decorate interior staircases | * Functional requirements * Types of staircases * Construction details * Staircases decoration techniques | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior walls | * Functional requirements of walls * Types of walls * Wall construction materials * Walls construction details * Walls construction process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior beams and columns | * Functional requirements of interior beams and columns * Types of interior beams and columns * Interior beams and columns construction materials * Interior beams and columns construction details * Interior beams and columns decoration techniques | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Construct interior ceiling | * Functional requirements of ceilings * Types of ceilings * Ceiling materials * Ceiling construction details * Ceiling installation process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |

**Suggested methods of instruction**

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

**Recommended resources**

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

# FUNDAMENTALS OF INTERIOR DESIGN

**UNIT CODE:** CONS/CU/ID/CR/07/5/A

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **apply design fundamentals**

**Duration of Unit:** 60 hours

**Unit Description**

This unit specifies the competencies required to apply design fundamentals. It involves; demonstrating elements of interior design, demonstrating principles of interior design, demonstrating interior design process, applying human factors, demonstrating interior design lighting, colour theory and interior design styles.

**Summary of learning outcomes**

1. Demonstrate elements of interior design
2. Demonstrate principles of interior design
3. Demonstrate interior design process
4. Apply human factors
5. Demonstrate interior design lighting
6. Demonstrate colour theory
7. Demonstrate interior design styles

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment** |
| 1. Demonstrate elements of interior design | * Introduction to elements of interior design * Effects of design elements on interior spaces * Application of interior design elements | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Demonstrate principles of interior design | * Principles of interior design * Effects of design principles on interior spaces * Application of interior design principles | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Demonstrate interior design process | * Meaning of terms * interior design process | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Apply human factors | * Anthropometrics * Anthropometrics application | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Demonstrate interior design lighting | * Meaning of terms * Sources of light * Types of lighting and lighting fixtures * Effects of lighting * Methods of light control | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Demonstrate colour theory | * Introduction to colour theory * Colour and light * Physical properties of colour * Types of colours * Colour temperature * Colour wheel designing * Application of colour theory | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |
| 1. Demonstrate interior design styles | * Introduction to interior design styles * Types of interior design styles * Characteristics of interior design styles. * Materials associated to interior design styles * Application of interior design styles | * Written tests * Observation * Oral questions * Third party report * Interviewing * Project and report writing |

**Suggested methods of instruction**

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

**Recommended resources**

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