

**REPUBLIC OF KENYA**

**COMPETENCY BASED CURRICULUM**

**FOR**

**SOFT FURNISHING**

**LEVEL 5**



TVET CDACC

P.O. BOX 15745-00100

NAIROBI

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# 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 to the formulation of the Policy Framework for Reforming Education and Training. 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 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 Interior Design 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, Interior Design 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 Interior Design 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 soft furnishing will acquire competencies that will enable them to perform their work more efficiently.

**COUNCIL SECRETARY/CEO**

**TVET CDACC**

# ABBREVIATIONS AND ACRONYMS

ID Interior Design

SF Soft Furnishing

CONS Construction

CU Curriculum

BC Basic Competency

CDACC Curriculum Development, Assessment and Certification Council

CR Core Competency

ICT Information Communication Technology

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

 ID/CU/SF/BC/01/5/A

Industry or sector

Curriculum

Occupational area

Type of competency

Competency number

Competency level

Control version

#

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# COURSE OVERVIEW

Soft Furnishing Level 5 consists of competencies that an individual must achieve to furnish residential and public buildings in an effective manner and save cost. It entails applying soft furnishing fundamentals, conceptualizing soft furnishing design, determining soft furnishing materials and equipment, producing soft furnishings and performing soft furnishing finishing.

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** |
| ID/CU/SF/BC/01/5/A | Communication skills | 25 | 2.5 |
| ID/CU/SF/BC/02/5/A | Numeracy skills | 40 | 4 |
| ID/CU/SF/BC/03/5/A | Digital literacy  | 45 | 4.5 |
| ID/CU/SF/BC/04/5/A | Entrepreneurial skills | 70 | 7 |
| ID/CU/SF/BC/05/5/A | Employability skills | 50 | 5 |
| ID/CU/SF/BC/06/5/A | Environmental literacy | 25 | 2.5 |
| ID/CU/SF/BC/07/5/A | Occupational safety and health practices | 25 | 2.5 |
| **TOTAL** | **280** | **28** |

**COMMON UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours**  | **Credit factor** |
| ID/CU/SF/CC/01/5/A | Hand drawing | 50 | 5 |
| **Total**  | **50** | **5** |

**CORE UNITS OF LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Code** | **Unit Title** | **Duration in Hours**  | **Credit factor** |
| ID/CU/SF/CR/01/5/A | Fundamentals of soft furnishing | 160 | 16 |
| ID/CU/SF/CR/02/5/A | Soft furnishing conceptualization | 160 | 16 |
| ID/CU/SF/CR/03/5/A | Soft furnishing materials and equipment | 150 | 15 |
| ID/CU/SF/CR/04/5/A | Soft furnishings | 300 | 30 |
| ID/CU/SF/CR/05/5/A | soft furnishing finishes  | 180 | 18 |
|  | Industrial attachment | 360 | 36 |
| **TOTAL**  | **1310** | **131** |
| **GRAND TOTAL**  | **1640** | **164** |

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

The total duration of the course is 1,640 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 360 hours (7 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. Soft Furnishing National Certificate Qualification Level 4

**Or**

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

**Trainer qualification**

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

**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 national certificate of competency on demonstration of competence in a unit of competency. To attain the national qualification interior design technician 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:** ID/CU/SF/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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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:** ID/CU/SF/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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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:** ID/CU/SF/BC/03/5/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, and 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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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:** ID/CU/SF/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:** ID/CU/SF/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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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:** ID/CU/SF/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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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:** ID/CU/SF/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 Methods of Assessment**

|  |  |  |
| --- | --- | --- |
| **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

# COMMON UNIT OF LEARNING

# HAND DRAWING

**UNIT CODE:** ID/CU/SF/CC/01/5/A

**Relationship to Occupational Standards**

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

**Duration of Unit:** 45 hours

**Unit Description**

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

**Summary of Learning Outcomes**

1. Draw hand lines and shapes
2. Create pencil shades and patterns
3. Draw Human figure poses
4. Create still-life drawings
5. Create perspective points
6. Create composition drawings

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| 1. Draw hand lines and shapes
 | * Introduction to hand drawing
* Drawing tools and techniques
* Drawing lines and shapes
* Solid drawing
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Create pencil shades and patterns
 | * Stippling gradients
* Hatching gradients
* Cross-hatching gradients
* Shaded gradients.
* Stumping gradients.
* Shades and patterns
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Draw human figure
 | * Introduction to human figure drawing
* Human anatomy.
* Solid flexible model
* Body postures.
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Create still-life drawings

  | * + Real-life sketches.
	+ Gestural sketches
	+ Speed sketching
	+ proportion drawing
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Create perspective points
 | * Introduction of perspective drawing
* One-point perspective drawing
* Two-point perspective drawing
* Three-point perspective drawing.
* Forced perspective drawing.
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Create composition drawings
 | * Imaginative drawing
* Landscape drawing
* Architectural drawings
* Scene composition
 | * Written tests
* Observation
* Oral questions
* Third party report
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computers
* Internet
* Magazines
* Text books
* Computer software
* Drawing sets
* Drawing tables

# CORE UNITS OF LEARNING

# FUNDAMENTALS OF SOFT FURNISHING

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **apply soft furnishing fundamentals**

**Duration of Unit:** 160 hours

**Unit Description**

This unit specifies the competencies required to **apply soft furnishing fundamentals.** It involves; demonstrating elements of design, demonstrating principles of design, developing colour schemes, creating design styles and developing fabric schemes.

**Summary of Learning Outcomes**

1. Demonstrate elements of design
2. Demonstrate principles of design
3. Develop colour schemes
4. Create design styles
5. Develop fabric schemes

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| 1. Demonstrate elements of design
 | * Introduction to soft furnishing
* Classification of soft furnishing
* Uses of soft furnishing
* Application of soft furnishings in interiors
* Elements of design
* Effects of elements of design in soft furnishing
* Application of elements of design in soft furnishing
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Demonstrate principles of design
 | * Principles of design
* Effects of principles of design in soft furnishing
* Application of principles of design in soft furnishing
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Develop colour schemes
 | * Introduction to colour theory
* Types of colours
* Colour wheel
* Colour schemes
* Psychological associations of colour
* Application of colour in soft furnishing
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Create design styles
 | * Introduction to design styles
* Types of design styles
* Traditional design styles
* Modern design styles
* Contemporary design styles
* Characteristics of design styles.
* Application of design styles in soft furnishing.
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Develop fabric schemes
 | * Introduction to fabrics for soft furnishings
* Types of fabrics in soft furnishings
* Properties of soft furnishings fabrics
* Fabric scheming
* Importance of fabric scheming
* Application of fabric scheming in soft furnishing.
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |

**Suggested Methods of Instruction**

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

**Recommended Resources**

* Computer/Laptops, projectors
* Flipcharts
* Drawing tools, equipment and materials
* Work station
* Printers
* Tablets
* Internet connectivity
* Stationery
* Port folio

# SOFT FURNISHING CONCEPTUALIZATION

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: conceptualize soft furnishing

**Duration of Unit:** 160 hours

**Unit Description**

This unit specifies the competencies required to conceptualize soft furnishing design. It involves; determining space and furniture measurement, conducting design research, producing design sketches, refining design concepts, producing working drawings and preparing soft furnishing quotation.

**Summary of Learning Outcomes**

1. Determine space and furniture Measurement
2. Conduct design research
3. Produce design sketches
4. Refine design concepts
5. Produce detail drawings
6. Carry out soft furnishing quotation

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| 1. Determine space and furniture measurement
 | * Measuring tools and equipment
* Measuring techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Conduct design research
 | * Introduction to research
* Sources of research
* Research presentation
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Produce design sketches
 | * Sketching materials, tools and equipment
* Sketching process
* Sketching techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Refine design concepts
 | * Design evaluation
* Design testing and reflection
* Design solution documentation
* Prototypes
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Produce working drawings
 | * Manual soft furnishing working drawings
* Digital soft furnishing working drawings
* Plans
* Sections
* Elevations
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Prepare soft furnishing quotation
 | * Material costs
* Unit rates of soft furnishings
* Materials requirements
* Quotation
 | * Written tests
* Observation
* Oral questions
* Third party report
* 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

# SOFT FURNISHING MATERIALS AND EQUIPMENT

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

**Relationship to Occupational Standards**

This unit addresses the Unit of Competency: **establish soft furnishing materials and equipment**

**Duration of Unit: 150 hours**

**Unit Description**

This unit specifies the competencies required to determine soft furnishing materials and equipment. It involves; selecting soft furnishing materials, tools and equipment; testing soft furnishing materials; utilizing use of soft furnishing construction tools and equipment; maintaining soft furnishing tools and equipment and managing work area.

**Summary of Learning Outcomes**

1. Select soft furnishing materials, tools and equipment
2. Test soft furnishing materials
3. Utilize soft furnishing construction tools and equipment
4. Maintain furnishing tools and equipment
5. Manage work area

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

| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| --- | --- | --- |
| 1. Select soft furnishing materials, tools and equipment
 | * Soft furnishing materials
* Soft furnishing tools and equipment
* Materials selection
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Test soft furnishing materials
 | * Fiber identification
* Properties of soft furnishing materials
* Fabric testing methods
* Care label instruction
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Utilize soft furnishing construction tools and equipment
 | * Types of tools and equipment
* Uses of tools and equipment
 | * Written tests
* Observation
* Oral questions
* Project
 |
| 1. Maintain soft furnishing tools and equipment
 | * Care and maintenance of tools
* Care and maintenance of equipment
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Manage work area
 | * Workshop rules and regulations
* Industrial workplace regulations
 | * Written tests
* Observation
* Oral questions
* Third party report
* 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
* Internet connectivity
* Stationery

# SOFT FURNISHINGS

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

**Relationship to Occupational Standards**

This unit addresses the unit of Competency: **produce soft furnishing**

**Duration of Unit:** 300 hours

**Unit Description**

This unit specifies the competencies required to produce soft furnishings. It involves; constructing wall dressing, constructing pillows and cushions, constructing bed linens, constructing bathroom dressing, constructing interior upholstery, constructing soft floor covering, constructing window dressing and draperies and constructing kitchen linen.

**Summary of Learning Outcomes**

1. Construct wall dressing
2. Construct pillows and cushions
3. Construct bed linens
4. Construct bathroom dressing
5. Construct interior upholstery
6. Construct soft floor covering
7. Construct window dressing and draperies
8. Construct kitchen linen

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

| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| --- | --- | --- |
| 1. Construct wall dressing
 | * Introduction to wall dressing
* Types of wall dressings
* Importance of wall dressings
* Wall dressing selection
* Wall dressing construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct pillows and cushions
 | * Introduction to pillows and cushions
* Types of pillows and cushions
* Importance of pillows and cushions
* Pillows and cushions selection
* Pillows and cushions construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct bed linen
 | * Introduction of bed linen
* Types of bed linen
* Importance of bed linen
* Bed linen selection
* Bed linen construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct bathroom dressing
 | * Introduction of bathroom dressing
* Types of bathroom dressing
* Importance of bathroom dressing
* Bathroom dressing selection
* Bathroom dressing construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct interior upholstery
 | * Introduction of interior upholstery
* Properties of interior upholstery materials
* Importance of interior upholstery
* Upholstery materials categories
* Interior upholstery fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct soft floor covering
 | * Introduction to soft floor covering
* Classification soft floor covering
* Importance of soft floor covering
* Soft floor covering selection
* Soft floor covering construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct window dressing and draperies
 | * Introduction to window dressing and drapery
* Types of window dressing drapery
* Importance of window dressing and drapery
* Window dressing drapery selection
* window dressing and drapery construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Construct kitchen linen
 | * Introduction of kitchen linen
* Types of kitchen linen
* Importance of kitchen linen
* Kitchen linen selection
* Kitchen linen construction techniques
 | * Written tests
* Observation
* Oral questions
* Third party report
* 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
* Internet connectivity
* Stationery

# SOFT FURNISHING FINISHIES

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

**Relationship to Occupational Standards**

This unit addresses the unit of competency: **perform soft furnishing finishes**

**Duration of Unit:** 180 hours

**Unit Description**

This unit specifies the competencies required to perform soft furnishing finishing. It involves; finishing wall dressing, finishing pillows and cushions, finishing bed linen, finishing bathroom dressing, finishing interior upholstery, finishing soft floor covering, finishing window dressing and draperies, finishing kitchen linen and performing care and maintenance of soft furnishings.

**Summary of Learning Outcomes**

1. Finish wall dressing
2. Finish pillows and cushions
3. Finish bed linen
4. Finish bathroom dressing
5. Finish interior upholstery
6. Finish soft floor covering
7. Finish window dressing and draperies
8. Finish kitchen linen
9. Perform care and maintenance of soft furnishings

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

|  |  |  |
| --- | --- | --- |
| **Learning Outcome** | **Content** | **Methods of Assessment**  |
| 1. Finish wall dressing
 | * Types of finishing materials
* Importance of finishes in soft furnishings
* Finishing techniques
* Wall dressing finishes
* Selection of wall dressing finishes
* Construction and installation
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Finish pillows and cushions
 | * Introduction to pillows and cushion finishes
* Selection of pillows and cushion finish
* Construction and fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Finish bed linen
 | * Introduction of bed linen finishes
* Selection of bed linen finishes
* Construction and fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
* Project
 |
| 1. Finish bathroom dressing
 | * Introduction of bathroom dressing finishes
* Selection of bathroom dressing finishes
* Construction and fitting
 |  |
| 1. Finish interior upholstery
 | * Introduction to interior upholstery finishes
* Selection of interior upholstery finishes
* Construction and fixing
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Finish soft floor covering
 | * Introduction to soft floor covering
* Selection of soft floor covering finishes
* Construction and fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Finish window dressing and draperies
 | * Introduction to window dressing and draperies
* Selection of window dressing and drapery finishes
* Construction and fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Finish kitchen linen
 | * Introduction to kitchen linen
* Selection of kitchen linen finishes
* Construction and fitting
 | * Written tests
* Observation
* Oral questions
* Third party report
 |
| 1. Perform care and maintenance of soft furnishings
 | * Laundry process
* Stain and stain removal processes
* Cleaning detergents
* Care labelling
* Repair processes
* Maintenance process
 | * Written tests
* Observation
* Oral questions
* Third party report
 |

**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
* Internet connectivity
* Stationery
* Text books