



**NCDC**

NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

**NATIONAL  
CERTIFICATE  
IN GUIDANCE  
AND COUNSELLING**

**NCGC**

Teaching Syllabus







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## Foreword

Government of Uganda through the National Curriculum Development Centre (NCDC), under the Ministry of Education and Sports embarked on reviewing the Business, Technical and Vocational curricula to make it competence based as advocated for by the BTVET Strategic Plan (2011 – 2020) of “Skilling Uganda”. The government emphasis has been placed on provision of knowledge, skills and work attitudes for majority of Ugandans with a view of improving service delivery and increasing productivity of the citizens.

To ensure quality and standards across the country, the Ministry through NCDC in partnership with the various institutions that had developed individual curricula took up the responsibility of harmonising the curriculum materials for both private and public institutions. Government further streamlined the post Ordinary level programmes to run for two years, with the aim of equating such qualifications to the Advanced Certificate of Education, allow for progression, and in accordance with the recommendations of the Government White Paper (1992).

The harmonisation of this curriculum was premised on the current labour market demands, making it learner-centred, and competence-based. It focuses on core tasks and continuous assessment, with each semester involving execution of a real life project that makes the graduate competent in the field of work.

The increasing numbers of enterprises established in the country require manpower. As such, the National Certificate in Guidance and Counselling programme is aimed at equipping learners with skills to relate and live with other members of the society in harmony.

The current environment is too dynamic and creates a lot of challenges for the learner. The Guidance and Counselling program is aimed at equipping learners with survival skills in the world of work and their everyday living because it guides them on how to; deal with psychological problems which can greatly impact their studies, cope with different situations they may face in their everyday living, shape their behaviour and instil discipline in them thereby fostering living in peace and harmony with others in the community and the world of work.

Guidance and Counselling is one of the programs that support Government policy implementation by contributing to Uganda’s economy when it shapes the learners’ attitude towards work and the resilience of citizens in managing the dynamic challenges.

As Minister responsible for the provision of education in the country, I therefore endorse the curriculum for National Certificate in Guidance and Counselling as the official one to be taught by all institutions engaged in running this programme in Uganda.



**Hon. Janet K. Museveni**

First Lady and Minister for Education and Sports

## Acknowledgement

National Curriculum Development Centre (NCDC) extends her appreciation to all panel members who participated in developing this syllabus for National Certificate in Guidance and Counselling. Great thanks go to the following institutions that provided participants who worked tirelessly to make better the curriculum for skills development:

The Ministry of Education and Sports, Uganda Colleges of Commerce (UCCs), Uganda National Examinations Board (UNEB), the Directorate of Education Standards (DES), Universities, and the various institutions under the UGAPRIVI umbrella.

Special thanks go to Uganda Business and Technical Examinations Board (UBTEB) for the financial support that enabled the successful review and harmonisation of the various curricula, as well as their contributions towards the implementation policies.

The consultants are greatly applauded for the guidance provided during the development of the professional profiles. Special thanks go towards each and every individual who has worked behind the scenes to ensure successful completion of this curriculum.

We shall always be grateful for your ideas, time and efforts offered towards the design of this National Curriculum.



**Grace K. Baguma**  
Director  
National Curriculum Development Centre

## List of Acronyms

AIDS	Acquired Immunodeficiency Syndrome
BTVET	Business Technical Vocational Education and Training
CD	Compact Disc
CGPA	Cumulative Grade Point Average
CTF	Curriculum Task Force
CU	Credit Units
DES	Directorate of Education Standards
DVD	Digital Versatile Disc
DIT	Directorate of Industrial Training
ELTE	Electronic Learning and Teaching Environment
GP	Grade Point
HIV	Human Immunodeficiency Virus
JVC	Junior Vocational Certificate
MoES	Ministry of Education and Sports
NCDC	National Curriculum Development Centre
NCGC	National Certificate in Guidance and Counselling
NCHE	National Council for Higher Education
NGO	Non-Governmental Organisation
NP	Normal Progress
NWY	Number of Weeks per Year
PP	Probationary Progress
SHE	Safety Health and Environment
SJA	Safe Job Analysis
TH	Training Hours
TI	Technical Institute
TS	Technical School
TVI	Technical and Vocational Institutes
UBTEB	Uganda Business and Technical Examinations Board
UNEB	Uganda National Examinations Board
VAT	Value Added Tax
VS	Vocational Schools
VTI	Vocational Training Institutes
WoW	World of Work



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

NATIONAL CERTIFICATE IN GUIDANCE AND COUNSELLING

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## Introduction

This National Certificate in Guidance and Counselling (NCGC) curriculum is aimed at producing graduates who have sound behaviour and good discipline to meet the social challenges in society. Guidance and Counselling is recognised as one of the professions that play a vital role in preventing educational, personal, social, and mental and other similar problems in families, organisations and in society. Furthermore, it helps individuals or group of people to gain self-understanding in order to be themselves. It is designed to help clients understand and clarify personal views of their life space in order to reach their self-determined goals through meaningful, well-informed choices and a resolution of problems of an emotional or interpersonal nature. It is believed that every human individual has the potential for self-growth, development and actualisation. Therefore, guidance and counselling services help curb indiscipline in society and in schools in order to help younger people establish sound behavioural codes for their lives and ensure good discipline and meet the social challenges in our society.

In line with the above, a professional profile was developed which is an amalgamation of the various tasks from which modules were formed. This led to the development of an educational concept which included; focus of education, assessment criteria, and roles of learners and of the academic staff. The skills to be acquired will enhance the learners' confidence and ability to participate effectively in guidance and counselling activities, not only as members of the business world, but also as creative citizens dealing with issues emanating from the works that impact on other people's lives.

This curriculum is in line with the BTVET Act of (2008), the BTVET Strategic Plan 2011-2020 of "Skilling Uganda" and the Uganda Vision 2040. The modules offered in this programme are packaged in a manner that will enable the learner to attain particular skills required for performing tasks at any level of the respective year of study.

The competences that the learner is expected to acquire are clearly spelt out in each module. For example, such as Computer Applications, Basic Kiswahili and Communication Skills, are aimed at enhancing the learner's communication, report writing, and presentation skills. Real Life Projects are aimed at equipping the learner with the core hands-on skills and techniques in the communities, workplaces and in homes.

The Entrepreneurship Skills module will provide learners with skills of starting, operating and sustaining an enterprise in an ethical manner. The modules on Development Psychology, Behavioural Psychology, Basic

Sociology, Fundamentals of Interpersonal Relations, Basic Guidance and Counselling, Ethics and Integrity, Career Planning and, Introduction to Industrial Relations will equip the learner with the knowledge and skills of offering guidance and counselling services to clients. Internship, which is done at the end of the second academic year, is aimed at bridging the gap between institutional-based training and the world of work.

This curriculum, if effectively implemented, will produce graduates equipped with skills in;

- i) basic guidance and counselling;
- ii) career planning;
- iii) fundamentals of interpersonal relationship;
- iv) ethics and integrity;
- v) industrial relations;
- vi) contemporary social challenges;
- vii) Psychology.

## General Guidelines and Regulations for NCGC Curriculum

### Programme Title

The programme shall be called National Certificate in Guidance and Counselling abbreviated as NCGC.

### Duration of the Programme

The National Certificate in Guidance and Counselling is a full time course taught in **two** academic years.

Each academic year will be divided into **two** semesters. Semester **1** and **2** will consist of **seventeen (17)** weeks, comprising of fifteen (15) weeks of teaching, learning and continuous assessment and **two (2)** weeks of practical and written examinations.

The competence-based education and training (CBET) system caters for free exit before completion of the programme once the learner obtains reasonable skills to enable him/her do some work to earn a living. Such a learner may return to continue with the programme at a later date as long as it is done within a period of not more than 5 years from the date of enrolment.



## Admission/Entry Requirements

A candidate shall be eligible for admission to the National Certificate in Guidance and Counselling course on meeting any of the following minimum qualifications:

### **a) Ordinary Level Entry Scheme (Uganda Certificate of Education entry scheme)**

The candidate should be a holder of Uganda Certificate of Education **OR** its equivalent without restrictions on the passes and year of sitting.

### **b) Certificate Entry Scheme**

The candidate should hold a Junior Vocational Certificate (JVC), obtained from any recognised institution.

## Curriculum Implementation

The curriculum for National Certificate in Guidance and Counselling is based on a modular system. During the training, continuous assignments shall be carried out as a CBET requirement. Each module contains sub-modules that will help the learner to understand how to perform the core tasks through:

- applied knowledge,
- practical involvement, and
- professional attitude.

The learner will also have to carry out a real life project to put into practice the knowledge and competences acquired in class.

## Prospects for National Certificate in Guidance and Counselling

NCGC graduates may opt to further their education and improve on their skills by offering a diploma and/or degree in Counselling and Guidance, Social Work and Social Administration, Education or any other vocational programme of one's choice.

## Assessment Criteria

a) Each module shall be assessed out of 100 marks as follows:

- Continuous assessments 40%
- Final examinations 60%

### b) Continuous assessments

These shall be either individual based or group assignments. They will consist of:

- Practical work
  - Classroom exercises and presentations
  - Assignments
  - Tests
  - Internship and projects execution.
- c) There shall be final examinations within the last **two** weeks of every year set and conducted by Uganda Business and Technical Examinations Board (UBTEB).
- d) A candidate shall be considered to have acquired a competence on performing tasks required in the labour market. One must have attended **at least 75%** of the module and undergone both continuous assessment and end of year examinations.
- e) Continuous assessment shall be handled by the training institutions and verified by UBTEB.

## Project Work

This involves a combination of subjects' knowledge, process skills and transferable abilities. Learners have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a project outside classroom time. At the end of every academic year, a learner should have a visible real life project on the ground to be authenticated by UBTEB. Project work shall be assessed continuously by the instructors and marked out of 100% just like other modules. This shall be based on both the final product and the process involved in making it. A team of examiners from UBTEB shall move around to assess the implementation, authenticity and progression of the projects.

The following guidelines shall be considered for project assessment:

Innovation and creativity	10 marks
Customer care	10 marks

Neatness	10 marks
Record keeping	05 marks
Health and safety observation	10 marks
Actual performance	30 marks
<u>Final product</u>	<u>25marks</u>
<b><u>Total</u></b>	<b><u>100 marks</u></b>

## Internship

Every student must get a placement for Internship to be done at the end of the second academic year examinations. A placement in this case is any place where hands-on training and practice shall be applied to produce items or provide services. This may include manufacturing enterprises, companies, corporate organisations, shops, supermarkets, media houses, hotels, a restaurant, libraries, hospital, schools, etc.

- i) An industrial supervisor shall award 50% of the marks. This is because she/he is in contact with the learner much of the time and gives the necessary practical guidance, support, corrections, and observation.
- ii) An academic supervisor shall visit the industry on appointment and award 30% of the marks. She/he shall interact with the learner in the presence of the industrial supervisor where applicable.
- iii) An Internship report shall be written by the trainee and submitted to UBTEB. This will be marked out of 20% and the scores added to the marks awarded by the industrial and academic supervisors to make 100%. The following assessment guide may be applied by the supervisors:
 

• Attendance	05 marks
• Time management	05 marks
• Teamwork	05marks
• Creativity and innovativeness	15 marks
• Customer care	10 marks
• Health and safety	15 marks
• Actual performance	25 marks
• Written report	20 marks

-----  
**Total** **100%**

Detailed samples of assessment forms for the academic and the work supervisors are provided in the appendices.

## Awards

A learner who completes the course with at least 2.0 Cumulative Grade Point Average (CGPA) in all the modules shall be awarded a classified **“National Certificate in Guidance and Counselling** by UBTEB.

A learner who completes the course and does not attain at least 2.0 (GPA) in some modules shall be awarded a **“Competence Certificate” in Guidance and Counselling** by UBTEB. The competence class certificate shall enable the learner to have a specialised upgrading and employment since he/she will have attained some useful competences and skills in the specialised field.

On completion of year one, a learner will be entitled to a statement of results by the examining body indicating the grades obtained in each module.

## Module Credits and the Weighing System

- i) Each module will be weighted using the credit units (CU).
- ii) One credit unit is equivalent to 15 contact hours (CH) per semester.
- iii) A contact hour can either be a teaching/lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
- iv) One contact hour is equivalent to 1 classroom teaching hour, 2 tutorial hours or 2 practical /field visits hours.
- v) Credit units (CU) range from a minimum of **2.0** to a maximum of **5.0** based on the level of relevancy of each module in the programme.
- vi) Hence a module weighted 2 CU would take 30 contact hours, 3 CU would take 45 contact hours, 4 CU, would have 60 contact hours, and 75 contact hours for a module with 5 CU. No module will have less than 2 CUs or more than 5 CUs.

## Grading of Modules

Each module shall be graded out of 100 marks and assigned an appropriate letter grade and grade points as follows:

Marks (%)	Letter Grade	Grade Point (GP)
80-100	A	5.0
75-79	B+	4.5
70-74	B	4.0
65-69	C+	3.5
60-64	C	3.0
55-59	D+	2.5
50-54	D	2.0
0 - 49	F	0

## Computation of the CGPA

The learner's CGPA at any given time shall be obtained by:

- i) Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.
- ii) Adding together the weighted scores for all modules up to that time.
- iii) Dividing the total weighted scores by the total number of credit units taken up to that time.

## Classification of the Certificates

The National Certificate in Guidance and Counselling shall be classified according to the CGPA obtained up to the end of the course. The certificates shall be classified as follows:

Class	CGPA
Distinction	4.30 - 5.00
Credit	2.80 - 4.29
Pass	2.00 - 2.79

## Progression of the Learner

Progression of a learner shall be classified as normal, probationary, or stay put.

### Normal progress

Normal progression will occur when a learner passes all the modules taken in a semester with a grade point of not less than 2.0.

### Probationary progress

This is a stage in which a learner passes some modules but does not measure up to the minimum GP of 2.0 in other modules. Such learner will be allowed to move to the next level carrying along the failed module(s) as “Retake(s)”.

### Retaking a module

- i) Retaking will require a learner to redo the entire module by attending lectures, doing continuous assessments, and sitting the final examinations of that module. There shall not be supplementary examination or test set for any retake but a learner will re-sit the failed module when it is next examined.
- ii) A learner may retake a module to improve the grades obtained at the first sitting. Should the learner get a lower grade for a retake, his/her original grade shall prevail.
- iii) Whenever a module is retaken and passed, the academic transcript should **not** indicate it as a retake.

### Stay-put

A learner who does not measure up to the minimum GP of 2.0 in more than half of the total number of modules in a semester shall not proceed to the next semester until those modules are cleared. However, the passed modules should not be repeated.

### Dead Year

A learner shall be allowed to apply for a dead year of study due to financial constraints, sickness or any other genuine problem and should be allowed to resume the module at the level he/she exited for the dead year. A learner who applies for a dead year should bear in mind that he/she has to complete the programme within duration of **five (5)** years from the time of enrolment and registration into the programme.

## Academic Load

A Certificate programme shall carry a maximum of 25 Credit Units per semester. No semester should have more than **seven** modules/assessment units including project work.

## Final Examinations Paper Format

Depending on the respective module examination paper formats, the questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesis, and evaluate conditions. All questions should be guiding the learner to perform the tasks expected of him/her in the world of work.

The structure below shall be followed to guide the assessors during item writing.

### Year 1 Semester 1

Paper Name and Code	Examination Format
NCGC 111: Basic Guidance and Counselling NCCS 112: Basic Communication Skills NCGC 113: Career Planning NCCC 114: Contemporary Social Challenges NCIP 115: Introduction to Psychology	<p>The paper shall consist of two sections A and B with a total of <b>seven</b> questions.</p> <p>The candidate will be required to answer <b>five</b> questions.</p> <p>Section A shall consist of <b>one compulsory</b> question.</p> <p>Section B shall consist of <b>six</b> questions and the candidate will be required to answer <b>any four</b>.</p> <p>All questions shall carry <b>equal</b> marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be <b>2 hours and 30 minutes</b>.</p>
NCGC 116: Real Life Project 1	<p>The real life projects shall be assessed continuously as each learner progresses with the project.</p> <p>UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.</p> <p>The tasks to be performed should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions.</p>

Paper Name and Code	Examination Format
	The duration of the project assessment shall be the period during the <b>15</b> weeks of teaching in an academic year of study.

### Year 1 Semester 2

Paper Name and Code	Examination Format
NCDP 121: Development Psychology NCSH 122: Safety, Health and Environment NCGC 123: Ethics and Integrity NCED 125: Elements of Entrepreneurship Development Skills	The paper shall consist of two sections A and B with a total of <b>seven</b> questions. The candidate will be required to answer <b>five</b> questions. Section A shall consist of <b>one compulsory</b> question. Section B shall consist of <b>six</b> questions and the candidate will be required to answer <b>any four</b> . All questions shall carry <b>equal</b> marks. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The duration shall be <b>2 hours and 30 minutes</b> .
NCCA 124: Computer Application	The paper shall consist of <b>four</b> practical questions set from any <b>three computer packages of the syllabus</b> . A candidate will be required to answer <b>any two</b> . A print out of the practical outputs together with the softcopies of all files used will be sent to UBTEB. The duration of this examination shall be <b>Two</b> hours.
NCGC 126: Real Life Project 2	The real life projects shall be assessed continuously as each learner progresses with the project. UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.



Paper Name and Code	Examination Format
	<p>The tasks to be performed should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the <b>15</b> weeks of teaching in an academic year of study.</p>

### Year 2 Semester 1

Paper Name and Code	Examination Format
<p>NCCH 211: Community Based Health Care</p> <p>NCGC 212: Legal Aspects of Guidance and Counselling</p> <p>NCFM 213: Fundamentals of Management</p> <p>NCSW 214: Basic Sociology</p> <p>NCGC 215: Fundamental of Interpersonal Relationships</p>	<p>The paper shall consist of two sections A and B with a total of <b>seven</b> questions.</p> <p>The candidate will be required to answer <b>five</b> questions.</p> <p>Section A shall consist of <b>one compulsory</b> question.</p> <p>Section B shall consist of <b>six</b> questions and the candidate will be required to answer <b>any four</b>.</p> <p>All questions shall carry <b>equal</b> marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be <b>2 hours and 30 minutes</b></p>
<p>NCGC 216: Real Life Project 3</p>	<p>The real life projects shall be assessed continuously as each learner progresses with the project.</p> <p>UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.</p> <p>The tasks to be performed should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration of the project assessment shall be the period during the <b>15</b> weeks of teaching in an academic year of study.</p>

**Year 2 Semester 2**

Paper Name and Code	Examination Format
NCGC 221: Introduction to Industrial Relations NCHG 222: Human Rights and Gerontology NCGC 224: Gender and Social Development	<p>The paper shall consist of two sections A and B with a total of <b>seven</b> questions.</p> <p>The candidate will be required to answer <b>five</b> questions.</p> <p>Section A shall consist of <b>one compulsory</b> question.</p> <p>Section B shall consist of <b>six</b> questions and the candidate will be required to answer any <b>four</b>.</p> <p>All questions shall carry <b>equal</b> marks.</p> <p>The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions.</p> <p>The duration shall be <b>2 hours and 30 minutes</b>.</p>
NCKS 223: Basic Kiswahili	<p>The paper shall consist of <b>two</b> examinations; thus Paper <b>One</b> and <b>Two</b></p> <p>Paper <b>one</b> will consist of <b>two</b> sections <b>A</b> and <b>B</b></p> <p><b>Section A</b> will comprise of <b>one (1) compulsory</b> question of 20 marks involving <b>listening</b> and <b>speaking</b> skills. The question will be recorded information to be played to the candidates after which they will write down the answers to the questions that will follow in the question paper provided. This should take <b>1 hour and 30 minutes</b></p> <p>Section B shall consist of <b>4 (four)</b> questions and the candidate will be required to answer any <b>2 (two)</b> in <b>one</b> hour. Each of these questions shall be marked out of 20 marks.</p> <p>Paper <b>two</b> will consist of several oral questions where a candidate will directly interface with the examiner and answer the questions in 15 minutes while the marks are recorded. The paper will carry a total of <b>40</b> marks.</p>
NCGC 225: Real Life Project 4	<p>The real life projects shall be assessed continuously as each learner progresses with the project.</p> <p>UBTEB should verify the authenticity of the awarded marks from the completed projects on the</p>

Paper Name and Code	Examination Format
	<p>ground and learners' participation through presentations.</p> <p>The tasks to be performed should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions</p> <p>The duration of the project assessment shall be the period during the <b>15</b> weeks of teaching in an academic year of study</p>
NCGC 226: Internship Training	<p>Each of the Internship processes shall be assessed by three (3) supervisor: One field supervisor, One academic supervisor, and UBTEB.</p> <p>The assessment guidelines to be followed are provided in the appendix.</p>

## Professional Profile for Graduates of Guidance and Counselling

This section provides the various job titles and the related tasks that can be performed by the graduates of NCGC.

### Main Duties and Tasks for NCGC Graduates

Job: Assistant Guidance Counsellor	
<p><b>Duty 1:</b> Plan and organise a Guidance and Counselling session</p>	<p><b>Tasks:</b></p> <ol style="list-style-type: none"> <li>1. Assists in planning and organising for counselling session</li> <li>2. Assists in advising authorities on unimplemented guidance and counselling activities</li> <li>3. Assists in initiating new guidance and counselling activities</li> <li>4. Assists in compiling draft plans for guidance and counselling</li> <li>5. Assists in implementation of guidance and counselling activities</li> </ol>

<b>Job: Assistant Guidance Counsellor</b>	
<b>Duty 2:</b> Safety, Health and Environment	<b>Tasks:</b> <ol style="list-style-type: none"> <li>1. Sensitising on health matters</li> <li>2. Assists in giving first aid</li> <li>3. Administering rehabilitation services to drug addicts</li> <li>4. Waste management</li> </ol>
<b>Duty 3:</b> Ethics and Integrity	<b>Tasks:</b> <ol style="list-style-type: none"> <li>1. Assist in identifying unethical issues</li> <li>2. Assists in follow up of clients</li> <li>3. Assists in assessing client's condition and refers to professionals</li> </ol>
<b>Duty 4:</b> Career Planning	<b>Tasks:</b> <ol style="list-style-type: none"> <li>1. Assists in career needs assessment</li> <li>2. Assists to guide clients on career path</li> <li>3. Assists in career development evaluation</li> <li>4. Assists in setting training environment</li> <li>5. Assists in coordinating with various stakeholders during human resource adjustment</li> <li>6. Assists management in succession planning</li> <li>7. Assists management during conduct of appraisals</li> </ol>
<b>Duty 5:</b> Industrial Relation	<b>Tasks:</b> Assists in: <ol style="list-style-type: none"> <li>1. Handling grievances</li> <li>2. Building teams</li> <li>3. Negation processes</li> <li>4. Handling conflicts</li> <li>5. Handling strikes</li> </ol>

## Characterisation of Core Tasks

The core tasks for the National Certificate in Guidance and Counselling can be characterised as follows:

<b>Core Task 1. Planning and Organising Guidance and Counselling Session</b>	
Result	Guidance and counselling session planned and organised. Guidance and counselling activities implemented.
Working environment	Offices, private room, quiet places of leisure, school assemblies, home setups, hospitals.
Level of complexity	Assist top and middle level management in implementing guidance and counselling sessions.
Performance indicators	Timely planned and organised guidance and counselling sessions.
Tools and materials used in planning and organising guidance and counselling session.	Furniture, equipment, stationary, guidance manuals and story books.
<b>Core Task 2: Safety, Health and Environment</b>	
Results	Clients sensitized on safety, health and environment.
Level of complexity	Assists management in provision of safety, health and environment services to clients.
Performance indicators	Timely and reliable delivery of safety, health and environmental services. Compliance with safety standards.
Tools and materials used in provision of Safety, Health and Environmental services,	Furniture, equipment, stationary, health and safety standards manuals.
<b>Core Task 3: Ethics and Integrity</b>	
Results	Ethical code of conduct observed.
Level of complexity	Assists top and middle level managers in handling ethical issues.

Performance indicators	Timely Reporting and handling of ethical issues. Client Satisfaction.
Tools and materials used in Referral cases	Furniture, equipment and stationary and ethical standard manuals.
<b>Core task 4. Career Planning</b>	
Results	Client satisfaction.
Level of complexity	Assist top and middle level managers in career planning.
Performance indicators	Timely organised career sessions with clients.
<b>Core Task 5: Industrial Relation</b>	
Results	Grievances handled. Teams built.
Level of complexity	Assist top and middle level managers in handling grievance and building teams.
Performance indicators	Client satisfaction. Compiled report and documentation.

### Organisations where Guidance and Counselling tasks may be performed:

- School
- Government agencies
- Non-government organisations
- Community based organisations/programmes
- Local government
- Function service organisations
- Guest houses
- Holiday and leisure centres
- Homes
- Hospitals
- Hostels
- Museums

### Focus of Training

The training for NCGC should emphasise the following aspects of learning:

- i) Competence Based Education and training
- ii) Modularisation of programmes
- iii) Practical assignments and tests
- iv) Entrepreneurship development

- v) Integrated education (knowledge, application, skills and attitude)
- vi) Health, safety and environmental considerations
- vii) Sports, clubs and social interactions
- viii) Disability and gender consideration
- ix) Sustainability of professional practices, general and specialised code of conduct
- x) Internship practice
- xi) Real life project implementation

## **Roles of Learners, Teachers, and Administrative Staff**

Individuals in the education sector have several roles and responsibilities they play to make training and learning a smooth, pleasant, and constructive process. Below are some of the roles of learners, teachers, and administrative staff:

### **Role of Learners**

A learner must seriously take into consideration that learning requires great commitment. Their roles include among others to:

- i) participate fully in class work and assessments.
- ii) be resourceful in group and personal research.
- iii) seek guidance.
- iv) look out for and solve problems that have never been faced by one before (initiation and innovativeness).
- v) participate in community-based real life projects.
- vi) assess the usefulness of the module and performance of staff.
- vii) serve as ambassadors of the institution in the world of work.
- viii) keep time and manage oneself effectively.
- ix) participate in sports, social and guild activities.
- x) participate in health, safety, environmental and security awareness.
- xi) practice leadership roles.
- xii) demonstrate entrepreneurship skills.
- xiii) maintain discipline in and outside the college.

### **Role of Teaching Staff**

Teachers are the main source of information to students. Their roles include, among others, to:

- i) set the tone for a good learning environment.
- ii) prepare schemes of work and lesson plans.
- iii) keep records of attendance and assessment results.
- iv) serve as instructors, lecturers, supervisors and coaches.

- v) plan, design and carry out assessment of learners' performance.
- vi) engage learners in continuous assessments and help them to understand what is expected of them.
- vii) participate in quality assurance and ensure that training and assessments are valid and reliable.
- viii) contribute to continuing innovation in education.
- ix) counsel and guide learners on career and social issues that may affect their studies.
- x) arrange for and carry out industrial training placement and supervision.
- xi) arrange industrial tours and site visits.
- xii) prepare learners for project work as well as assess and record learners' progress.
- xiii) guide learners in project design and writing.
- xiv) carry out interdisciplinary activities.
- xv) guide learners on the effectiveness of the module.
- xvi) demonstrate ethical roles.
- xvii) identify learning materials for students.
- xviii) update learners on the developments and requirement standards of the industry.

## **Role of Administrative Staff**

The institute administrative staffs coordinate the running of the institution and play various roles in the implementation of the training syllabi. Such roles include among others to:

- i) plan for the smooth running of the college by mobilising funds and human resources.
- ii) ensure equity and gender equality.
- iii) link the institution with the government, world of work and other stakeholders.
- iv) support and facilitate teaching and learning.
- v) keep custody of college property (inventories).
- vi) admit learners to the institution.
- vii) maintain and uphold the good image of the institution.
- viii) ensure high academic standards of the institution.
- ix) arrange for graduations and regular meetings of alumni.
- x) maintain ethical and moral conduct.
- xi) ensure a safe and conducive learning environment.
- xii) provide learners with adequate materials.
- xiii) allow and facilitate inter-institutional activities.
- xiv) ensure co-curricular activities and implementation.
- xv) appraise staff performance.



- xvi) ensure the security of learners and their property.
- xvii) ensure discipline among staff and learners.
- xviii) recommend staff for promotion or disciplinary action.

## **Learning Environment**

For successful implementation of NCGC curriculum, a conducive learning environment has to be provided. This should include:

- i) adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources.
- ii) an electronic learning and teaching environment (ELE) which may include computers, and the internet sources among others, to support teaching and learning processes.
- iii) teaching and learning materials
- iv) healthcare facilities for hygiene and sanitation
- v) welfare and security officers
- vi) inspiration of staff and learners to feel committed to the module.
- vii) adequate arrangements for seminars, workshops and exhibitions, as well as sites and industrial visits.
- viii) a platform for learners and staff to air out their views such as representation on governing councils.
- ix) adequate maintenance of the learning facilities.

## **Co-curricular Activities**

Co-curricular activities are part of the institution's activities and they enhance the teaching and learning process. Therefore the institution should ensure that:

- i) there are adequate sports and recreational facilities.
- ii) there is an effective learners' guide through which their affairs may be channelled and organised.
- iii) religious and cultural affairs of all learners are well catered for without discrimination.
- iv) disability and gender issues are considered.

## **Teaching and Learning Strategies**

The teaching and learning strategies or methods in this syllabus are just samples. It is at the teacher's discretion to apply any other strategy deemed suitable to the classroom setting. The type of strategies selected

should be guided by the competences to be acquired by the learner. The teacher is encouraged to use a variety of strategies in a lesson to make it more interesting and practical. Examples of some of the teaching and learning methods include:

## 1. Discussion

### a) Group Discussions

Learners discuss issues in groups. This methodology enables knowledge/information to come from the learners rather than from the teacher. It promotes teamwork and allows all learners to have an opportunity to give their opinions and ideas; and also stimulate their interest as they learn from each other.

#### Guidelines for using group discussion method:

- i) Group learners.
- ii) Give clear instructions to learners as to what each group should do.
- iii) Assign task(s) to each group.
- iv) Give instructions on the pattern to be followed when discussing to ensure that each individual in the group contributes.
- v) Monitor the group discussions to ensure that the social skills development takes place.
- vi) Assign responsibilities to learners for positions of chairperson, secretary, timekeeper, etc. for effective group dynamics.
- vii) Let learners discuss issues raised in the task with your guidance.
- viii) Let learners agree on the issues to be presented.
- ix) Allow them to make group presentations and general discussions.
- x) Summarise the agreed class points and give feedback.

### b) Guided discussions

Guidelines for using guided discussion method:

- i) You, the teacher, should lead the discussion and act as the chairperson/secretary.
- ii) Give clear instructions to learners as to what they should do.
- iii) Learners discuss issues raised in the task with your guidance.
- iv) Learners agree on the issues.
- v) Summarise the session by drawing on the main points.

## 2. Case Study

This method is where learners are given information about a situation and they have to come up with decisions or solutions to a problem. The purpose of case study is to:-

- i) help learners to identify and solve problems in a typical situation.
- ii) provide learners with confidence in decision-making.
- iii) help learners develop analytical skills.

### 3. **Brainstorming**

This is a way of obtaining as many views as possible from the learners in a short time. The learners should be guided to give as many ideas as they can, on a particular issue. It is recommended that all ideas are accepted without questioning. The ideas should be ranked according to the relevancy of the issue being brainstormed.

#### **Basic rules for brainstorming**

- i) Encourage as many ideas as possible.
- ii) Criticisms of ideas should not be allowed.

### 4. **Buzz method**

This is a method of training that requires learners seated near each other to discuss an issue that could have a lot of points or controversies to be agreed upon. The noise is the murmur that the class makes like that of buzz. Therefore some manageable noise or murmur should not be mistaken for not learning. This method is good in situations where one cannot conduct effective training due to some external interference such as raining or some students appear to be bored, or dozing.

The teacher asks questions on what learners have buzzed on to find out if they have understood.

### 5. **Guided Discovery**

This method is based on the notion that the learners know more than they think they know. The assumption is that they only need to be prompted to discover this knowledge for themselves. The teacher's role is to organise the learning environment and present the content in such a way that the learners can discover more knowledge and ideas.

### 6. **Demonstration**

This is the act of exhibiting, describing, and explaining the operation or process by use of a device, machine, process or product to learners. A demonstration can be carried out by the teacher or learners.

### 7. **Illustration**

This is a depiction or representation of a subject matter, such as a drawing, sketch, painting, photograph, or other kind of image of things seen, remembered or imagined, using a graphical representation. This method is best used where words are not sufficient to clearly bring out a concept. It gives a visual impression to what is being taught.

## 8. Guest Speaker

Guest speakers could be local entrepreneurs, government officials, professional practitioners, or community leaders invited to make a presentation to learners. Guest speakers can provide a variety to the entrepreneurship education learning, share experience, add value by engaging learners in an educational or informative manner. The method provides learners with an opportunity to physically interact with a practitioner and motivates them to develop an entrepreneurial attitude.

## 9. Role Play

This method is where learners are presented with a situation they are expected to explore by acting out the roles of those represented in this situation. The role-play learners should be carefully selected and properly prepared for their roles. The remaining learners should be equally prepared for the role play by briefing them on how they are to act during the presentation. The players should try to behave naturally during the presentation.

The teacher:

- i) Observes when the presentation is taking place.
- ii) Guides learners in the course of presentation to ensure that they focus on theme of the play.
- iii) Engages learners in a discussion or asks them questions about what they have learnt from the role play with a view of finding out if the role play has provided sufficient information.

## 10. Study Tour

This is when learners are taken out to perform particular tasks with the aim of carrying out an observation, practice or witness the flow of events. It enables the learners to link the school situation with the reality in the communities or world of work.

## 11. Field Attachment

This is when learners are attached to some entrepreneur(s) to practice during their study time. It does not only enable them to relate what they have learnt in classroom but also allows them to acquire more knowledge and skills beyond what was covered. It further motives learners to becoming practitioners or entrepreneurs.

## NCGC Course Structure

The course structure for the National Certificate in Guidance and Counselling is divided into two semesters per year as follows;

**Year 1 Semester 1**

Code	Module	LH	PH	CH	CU
NCGC 111	Basic Guidance and Counselling	30	90	75	5
NCCS 112	Basic Communication Skills	30	30	45	3
NCGC 113	Career Planning	30	60	60	4
NCCC 114	Contemporary Social Challenges	30	30	45	3
NCIP 115	Introduction to Psychology	30	30	45	3
NCGC 116	Real Life Project 1	10	100	60	4
<b>Total</b>		<b>160</b>	<b>340</b>	<b>330</b>	<b>22</b>

**Year 1 Semester 2**

Code	Module	LH	PH	CH	CU
NCDP 121	Development Psychology	30	30	45	3
NCSH 122	Safety, Health and Environment	30	60	60	4
NCGC 123	Ethics and Integrity	15	60	45	3
NCCA 124	Computer Application	30	60	60	4
NCED 125	Elements of Entrepreneurship Development	30	60	60	4
NCGC 126	Real Life Project 2	-	120	60	4
<b>TOTAL</b>		<b>135</b>	<b>370</b>	<b>330</b>	<b>22</b>

**Year 2 Semester 1**

Code	Module	LH	PH	CH	CU
NCCH 211	Community Based Health Care	40	40	60	4
NCGC 212	Legal Aspects of Guidance and Counselling	30	30	45	3
NCMG 213	Fundamentals of Management.	50	50	75	5
NCBS 214	Basic Sociology	15	30	30	2
NCGC 215	Fundamental of Interpersonal Relationship	60	30	75	5
NCGC 215	Real Life Project 3	-	120	60	4
<b>Total</b>		<b>195</b>	<b>300</b>	<b>345</b>	<b>23</b>

**Year 2 Semester 2**

<b>Code</b>	<b>Module</b>	<b>LH</b>	<b>PH</b>	<b>CH</b>	<b>CU</b>
NCGC 221	Introduction to Industrial Relations	30	90	75	5
NCHG 222	Human Rights and Gerontology	30	60	60	4
NCKS 223	Basic Kiswahili	30	30	45	3
NCGC 224	Gender and Social Development	30	30	45	3
NCGC 225	Real Life Project 4	-	120	60	4
NCGC 226	Internship Training	10	100	60	4
<b>Total</b>		<b>130</b>	<b>430</b>	<b>345</b>	<b>23</b>

## Detailed Module Description for Year 1 Semester 1

### NCGC 111: Basic Guidance and Counselling

Duration: 75 Hours

#### Module Overview

This module is designed to help the learner address the challenges faced in society. It will provide the learner with an overview of the issues that need guidance and counselling services and impart skills to calm down the situations of those in trouble.

#### Learning Outcomes

By the end of this module, the learner should be in position to:

- i) identify individuals with social problems.
- ii) guide and counsel individuals and families faced with various challenges in society.

#### Sub-module 1: Introduction to Guidance and Counselling

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines the concepts of guidance and counselling.</li> <li>• differentiates between guidance and counselling.</li> <li>• identifies the objectives of guidance and counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of:               <ul style="list-style-type: none"> <li>- guidance</li> <li>- counselling</li> </ul> </li> <li>• Differences between guidance and counselling</li> <li>• Objectives of guidance and counselling</li> <li>• Challenges encountered in guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Task learners to brainstorm the meaning of guidance and counselling.</li> <li>• Lead a guided discussion on the difference between guidance and counselling.</li> <li>• Task learners to brainstorm the importance of guidance and</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>sets measures to mitigate challenges encountered in guidance and counselling.</li> </ul>		counselling. <ul style="list-style-type: none"> <li>Let learners discuss the challenges commonly faced by different categories of people.</li> </ul>

### Assessment Strategy

Assign the learners to discuss the importance of guidance and counselling to the people in their communities.

### Teaching and Learning Resources

- Videos/audios
- Newspapers
- Pictures and charts

## Sub-module 2: Types and Approaches of Guidance

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>organises the guidance programme.</li> <li>guides individuals on the requirements of life.</li> <li>guides groups of individuals on their lifestyles.</li> <li>identifies the advantages and limitations of both individual</li> </ul>	<ul style="list-style-type: none"> <li>Planning and organizing guidance program:</li> <li>Individual guidance:               <ul style="list-style-type: none"> <li>Meaning of individual guidance</li> <li>Objectives of individual guidance</li> <li>Individual guidance activities</li> <li>Techniques of individual guidance</li> <li>Advantages of individual guidance</li> <li>Limitations of individual guidance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Guide learners through practice to perform individual guidance.</li> <li>Group learners to role-play group guidance.</li> <li>Lead a guided discussion on the advantages and disadvantages of group guidance.</li> </ul>



Competences	Content	Teaching and Learning Strategies
and group guidance.	<ul style="list-style-type: none"> <li>• Group guidance:               <ul style="list-style-type: none"> <li>- Meaning of group guidance</li> <li>- Objectives of group guidance</li> <li>- Group guidance activities</li> <li>- Techniques of group guidance</li> <li>- Advantages of group guidance</li> <li>- Limitations of group guidance</li> </ul> </li> </ul>	

### Assessment Strategy

Assign the learners to discuss the different types of guidance and give their respective advantages and disadvantages.

### Teaching and Learning Resources

- Videos/audios
- Pictures/charts

## Sub-module 3: Types and Approaches to Counselling

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• plans the counselling session.</li> <li>• identifies the different groups of persons that require</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and organising counselling program:               <ul style="list-style-type: none"> <li>- individual counselling</li> <li>- meaning of individual counselling</li> <li>- objectives of individual counselling</li> <li>- techniques of individual</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm the types and meaning of the different counselling.</li> <li>• Guide learners on the techniques used</li> </ul>

Competences	Content	Teaching and Learning Strategies
counselling. <ul style="list-style-type: none"> <li>determines the appropriate counselling techniques to apply.</li> <li>conducts the counselling sessions for the different persons.</li> </ul>	counselling <ul style="list-style-type: none"> <li>Group counselling:               <ul style="list-style-type: none"> <li>meaning of group counselling</li> <li>objectives of group counselling</li> <li>techniques of group counselling</li> </ul> </li> <li>Family counselling</li> <li>Organisational counselling</li> <li>Vocational counselling</li> <li>Career counselling</li> </ul>	in counselling. <ul style="list-style-type: none"> <li>Groups learners to role-play counselling of one another.</li> </ul>

### Assessment Strategy

Assign the learners to identify the types of counselling techniques.

### Teaching and Learning Resources

- Film shows
- Newspapers

## Sub-module 4: Principles of Guidance and Counselling

Duration: 5 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>applies the basic principles of guidance and counselling.</li> <li>justifies the need for guidance and counselling.</li> <li>demonstrates the</li> </ul>	<ul style="list-style-type: none"> <li>Basic principles of guidance and counselling</li> <li>Need for guidance and counselling</li> <li>Qualities of a good</li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on the principles of guidance and counselling.</li> <li>Let learners brainstorm the need for guidance and counselling.</li> <li>Guide learners in a</li> </ul>

Competences	Content	Teaching and Learning Strategies
qualities of a good guider and counsellor.	guider and counsellor	demonstration of the qualities of a good guider and counsellor.

### Assessment Strategy

Give learners assignments to find out the different issues encountered by people in the communities that require counselling and make classroom presentations.

### Teaching and Learning Resources

- Videos/audios
- Newspapers
- Pictures/charts
- Magazines

## Sub-module 5: The Counselling Process

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• establishes good relationship with the person to be counselled.</li> <li>• identifies the problem faced by the person to be counselled.</li> <li>• puts oneself in the position of the troubled person.</li> <li>• executes the counselling exercise.</li> <li>• makes a follow-up of the client.</li> </ul>	<ul style="list-style-type: none"> <li>• Building rapport</li> <li>• Identification of the problem</li> <li>• Personalising the problem</li> <li>• Establishing the goals</li> <li>• Execution of counselling</li> <li>• Follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate to the learners the different processes used in counselling.</li> <li>• Guide learners in a role-play to execute the counselling exercise.</li> <li>• Guide a discussion on the purpose of follow-up of an aggrieved person.</li> </ul>

## Assessment Strategy

Assign the learners to demonstrate the counselling process when interacting with the client.

## Teaching and Learning Resources

- Videos/film shows
- Pictures/ charts
- Newspapers
- Videos shows
- Pictures/ chart

## Sub-module 6: Guidance and Counselling for People with Special Needs

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines special needs.</li> <li>• identifies the types of special needs suffered by individuals.</li> <li>• sets strategies for helping people with special needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of special needs</li> <li>• Type of special needs:</li> <li>• Mental retardation               <ul style="list-style-type: none"> <li>- Definition of mental retardation</li> <li>- Levels of mental retardation</li> <li>- Strategies of dealing with mental retardation</li> </ul> </li> <li>• Learning disabilities:               <ul style="list-style-type: none"> <li>- Meaning of learning disabilities</li> <li>- Common types of learning disabilities</li> <li>- Strategies for dealing with learning disabilities</li> </ul> </li> <li>• Gifted children:               <ul style="list-style-type: none"> <li>- Meaning of gifted children</li> <li>- Characteristics of gifted children</li> <li>- Problems faced by gifted</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lead learners in a brainstorming session on the meaning of special needs.</li> <li>• Task learners to identify the types of special needs.</li> <li>• Guide a discussion on the strategies that can be applied in helping people with different special needs.</li> </ul>

Competences	Content	Teaching and Learning Strategies
	children <ul style="list-style-type: none"> <li>- Strategies for teaching gifted children</li> <li>- Tips for nurturing gifted children</li> </ul>	

### Assessment Strategy

- Give group assignments to learners to suggest strategies for dealing with different special needs problems and make classroom presentations.

### Teaching and Learning Resources

- Newspapers
- Videos shows
- Internet
- Pictures/chart

## Sub-module 7: Major Stakeholders in Guidance and Counselling

Duration: 10 Hours

Competence	Content	Teaching and Learning Strategies
The learner identifies the roles played by different stakeholders in guidance and counselling.	<ul style="list-style-type: none"> <li>• Roles of school heads of institutions</li> <li>• Roles of teachers</li> <li>• Roles of the parents/guardians</li> <li>• Roles of the students</li> <li>• The community and the school guidance programme</li> </ul>	<ul style="list-style-type: none"> <li>• Group learners and task them to role-play the guidance and counselling functions of the different stakeholders.</li> </ul>

## Assessment Strategy

Assign the learners to discuss the functions of different stakeholders in guidance and counselling.

## Teaching and Learning Resources

- Videos/audios
- Pictures/charts

## Sub-module 8: Recordkeeping in Guidance and Counselling Programs

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines records.</li> <li>• identifies and types of records kept for guidance and counselling.</li> <li>• takes record of the client's information.</li> <li>• justifies the importance of keeping records in guidance and counselling.</li> <li>• controls access to clients' records.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of records</li> <li>• Types of records kept in guidance and counselling</li> <li>• Recording of client's information</li> <li>• Qualities of good records</li> <li>• Importance of recordkeeping in guidance and counselling</li> <li>• Access to records</li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm the meaning of records.</li> <li>• Guide a discussion on the types of records used in guidance and counselling.</li> <li>• Group learners to research on the qualities of good records.</li> <li>• Guide learners on the importance of controlling access to clients' records in guidance and counselling.</li> </ul>

## Assessment Strategy

Give learners homework to:

- discuss the qualities of good records in guidance and counselling.
- discuss the importance of record keeping in guidance and counselling.

## Teaching and Learning Resources

- Videos/audios
- Pictures/charts
- Internet connections

## Suggested References

Butcher, P. A. (2005). *Sociology* (9th Ed.). Boston: McGraw-Hill.

Hurlock, E. B. (2008). *Developmental Psychology* (5th Ed.). London: McGraw-Hill.

Nayak, A. K. (2007). *Guidance and Counselling*. New Delhi: APH Publishing.

Shaffer, D. R., & Kip, K. (2010). *Developmental Psychology: Childhood and Adolescence* (8th Ed.). Belmont: Wadsworth

Sharif, R. S. (2009). *Applying Career Development Theory to Counselling* (5th Ed.). Stanford: Brooks/Cole.

Thompson, R. A. (2012). *Professional School Counselling: Best Practices for Working in the Schools* (3rd Ed.). New York: Routledge.

Zunkar, V. G. (2006). *Career Counselling: A Holistic Approach* (7th Ed.). Belmont: Brooks/Cole.

## NCCS 112: Basic Communication Skills

Duration: 45 Hours

### Module Overview

The module provides the learner with opportunities to develop skills to communicate and get along with others through writing, speaking, listening, and interpreting of body language. Learners will acquire skills needed to perform records work such as welcoming clients, consulting, giving the necessary advice and making simple reports.

### Learning Outcomes

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

- i) communicate effectively with business stakeholders.
- ii) handle correspondences at operational levels.

### Sub-module: 1: Introduction to Communication

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines communication.</li> <li>• identifies the importance of communication in business.</li> <li>• classifies the categories of communication.</li> <li>• applies the different forms of communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of communication</li> <li>• Importance of communication</li> <li>• Classification of communication (internal and external)</li> <li>• Forms of communication (formal and informal)</li> </ul>	<ul style="list-style-type: none"> <li>• Lead learners to brainstorm on the definition of communication.</li> <li>• Brainstorm on the importance of communication.</li> <li>• Lead guided discussions on types and forms of communication.</li> <li>• Demonstrate to learners the forms of communication.</li> </ul>

### Assessment strategy

- Task learners to identify the types and forms of communication.



## Sub-module 2: Grammar

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• applies the correct grammar in speeches.</li> <li>• spells words correctly.</li> <li>• construct sentences with the right tenses.</li> <li>• pronounces words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Parts of speech (nouns, pronouns, verbs, adverbs, adjectives, conjunctions and interjections)</li> <li>• Spellings</li> <li>• Tenses</li> <li>• Pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>• Guide a discussion on the parts of speech.</li> <li>• Give exercises on spellings of words.</li> <li>• Organise a tutorial for tenses and pronunciations.</li> </ul>

### Assessment Strategy

- i) Give learners tasks to construct sentences using nouns, verbs, adverbs, and pronouns.
- ii) Task learners to apply different tenses to construct meaningful sentences.

## Sub-module 3: Communication Process

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• describes the elements of communication.</li> <li>• develops the communication channel.</li> <li>• identifies barriers to effective communication.</li> <li>• identifies solutions to the barriers to effective communication.</li> </ul>	<ul style="list-style-type: none"> <li>• Elements of the communication process</li> <li>• Channels of communication</li> <li>• Barriers to effective communication</li> <li>• Solution to the barriers of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate to learners the communication process.</li> <li>• Illustrate the channels of communication.</li> <li>• Task learners to suggest ways of overcoming barriers to communication.</li> </ul>

## Assessment Strategy

Assess learners on:

- i) the communication process.
- ii) the barriers to effective communication.

## Sub-module 4: Written Communication

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• writes business correspondences.</li> <li>• writes reports.</li> <li>• prepares memos.</li> </ul>	<ul style="list-style-type: none"> <li>• Business letters</li> <li>• Curriculum vitae</li> <li>• Business reports</li> <li>• Memorandum</li> <li>• Notices</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners on how to write business letters, notices, memos and reports.</li> <li>• Let learners practise written communication.</li> </ul>

## Assessment Strategy

Give learners exercises to write business letters, memos, notices and reports.

## Teaching and Learning Resources

Samples of:

- Business letters
- Curriculum vitae
- Business reports
- Memorandum
- Notices

## Sub-module 5: Oral Communication

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>justifies the importance of oral communication.</li> <li>organises meetings.</li> <li>negotiates for better business terms.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of oral communication</li> <li>Meetings</li> <li>Negotiations</li> </ul>	<ul style="list-style-type: none"> <li>Use a video recording reflecting conduct of oral communication.</li> <li>Organise role plays for learners to demonstrate meetings and negotiations.</li> </ul>

### Assessment Strategy

Let learners:

- i) discuss the roles of a chairperson and a secretary to a meeting.
- ii) make class presentations on the conduct of meetings and business negotiations.

### Teaching and Learning Resource

Video tapes

## Sub-module 6: Non-verbal Communication

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>applies non-verbal communication to express feelings.</li> <li>interprets the non-verbal communication made by others correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Types of non-verbal communication:</li> <li>body language</li> <li>facial expressions</li> <li>gestures</li> <li>postures</li> </ul>	<ul style="list-style-type: none"> <li>Use a video recording reflecting different non-verbal communications.</li> <li>Organise role plays in which</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>analyses the advantages and disadvantages of non-verbal communication.</li> </ul>	<ul style="list-style-type: none"> <li>Eye contact</li> <li>Advantages and disadvantages of non-verbal communication</li> </ul>	learners should emulate different non-verbal communication styles.

### Assessment Strategy

Ask learners to describe the different types of non-verbal communications.

## Sub-module 7: Listening

Duration: 5 hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>justifies the importance of effective listening.</li> <li>listens effectively.</li> <li>identifies the causes of poor listening skills.</li> </ul>	<ul style="list-style-type: none"> <li>Importance of listening</li> <li>Barriers to effective listening</li> </ul>	<ul style="list-style-type: none"> <li>Organise a video show on listening behaviour.</li> <li>Conduct role-plays on the listening modes.</li> </ul>

### Assessment Strategy

Assess learners on the listening skills by use of a cassette player.

### Teaching and Learning Resources

- Video tapes
- Tape recorder
- Radio cassette

## **Suggested References**

- Akum, H.T. (2014). A Guide to Communication Skills. 1<sup>st</sup> Ed. Kampala
- Komunda, B.M. (2005). Business Communication Skills (2nd Ed). Kampala, Mukono Printing and Publishing Company.
- Wardrope, W.J. & Bayless, M. L. (2009). Oral Business Communication; Instructions in Business Schools: Journal of Education for Business. Florida, Pearson's publishing

## NCGC 113: Career Planning

Duration: 60 Hours

### Module Overview

This module equips the learner with the basic concepts, principles and practices of career planning for individuals, organisations and societies. It will enhance the learner's ability to handle the numerous career challenges that confront individuals and societies today.

### Learning Outcomes

By the end of this module, the learner should be able to;

- i) plan for his/her career.
- ii) handle the challenges in career planning
- iii) guide in Career Planning.

### Sub-module 1: Introduction to Career Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines career planning.</li> <li>• justifies the importance of career planning.</li> <li>• observes the stages of career planning.</li> <li>• sets the career path to be followed.</li> <li>• analyses the key factors in career planning.</li> <li>• mitigates the challenges of career planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of career planning</li> <li>• Importance of career planning</li> <li>• Career planning stages</li> <li>• Career paths</li> <li>• Importance of career paths</li> <li>• Key factors in career planning</li> <li>• Challenges of career planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a brainstorming session on the meaning of career planning.</li> <li>• Lead a guided discussion on the importance of career planning.</li> <li>• Illustrate the stages of career planning to be applied by learners.</li> <li>• Guide learners to design the career path to be followed.</li> <li>• Let learners discuss in groups the challenges of career planning and make presentations.</li> </ul>

## Assessment Strategy

Assign the learners to discuss the stages involved in career planning.

## Sub-module2: Approaches to Career Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>observes individual career planning.</li> <li>analyses the importance of individual career planning.</li> <li>follows the steps involved in individual career planning.</li> <li>identifies the common career strategies.</li> <li>identifies the activities involved in organisational career organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Individual career planning</li> <li>Importance of individual career planning</li> <li>Steps involved in individual career planning</li> <li>Common career strategies</li> <li>Organisational career management</li> <li>Activities involved in organisational career management</li> </ul>	<ul style="list-style-type: none"> <li>Lead a brainstorming session on the meaning of individual career planning.</li> <li>Group learners and task them to discuss the importance of individual career planning.</li> <li>Guide learners on the steps involved in making individual career plans.</li> <li>Group learners and task them to suggest their own career strategies and make classroom presentations.</li> <li>Lead a guided discussion on the activities involved in organisational career management.</li> </ul>

## Assessment Strategy

Give learners homework to research on the approaches to career planning and task them to make presentations.

## Teaching and Learning Resources

- Internet connections
- Guidelines to career planning

## Sub-module 3: Career Anchors

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines career anchors.</li> <li>• identifies the types of career anchors.</li> <li>• analyses the importance of career anchors.</li> <li>• exhibits the qualities of a good career anchor.</li> <li>• mitigates the challenges of administering career anchoring.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of career anchors</li> <li>• Types of career anchors</li> <li>• Importance of career anchors</li> <li>• Qualities of a good career anchor</li> <li>• Challenges faced in career anchoring</li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm the meaning of anchors.</li> <li>• Lead a guided discussion on the importance of career anchors.</li> <li>• Demonstrate the qualities of a good career anchor for learners to emulate.</li> <li>• Task learners to identify the challenges encountered in administering career anchors.</li> </ul>

### Assessment Strategy

Give learners tasks to analyse the roles of career anchors in guidance and counselling.

### Teaching and Learning Resources

- Internet connections
- Guide to career anchoring



## Sub-module 4: Personal Management

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines personal management.</li> <li>• analyses the importance of personal management.</li> <li>• develops self-awareness.</li> <li>• interacts freely with other people.</li> <li>• creates an impact of change in oneself.</li> <li>• plans for financial resources.</li> <li>• plans the activities for acquisition of finances.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of personal management</li> <li>• Importance of personal management</li> <li>• Self-awareness</li> <li>• Positive interactions</li> <li>• Personal growth</li> <li>• Impact of change</li> <li>• Financial planning</li> <li>• Activities involved in financial planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a brainstorming session on the meaning of personal management.</li> <li>• Group learners and task them to discuss the importance of personal management.</li> <li>• Guide a discussion on the importance of self-awareness and positive interactions.</li> <li>• Guide learners to plan for financial resources.</li> <li>• Let learners brainstorm the activities involved in financial planning.</li> </ul>

### Assessment Strategy

Give learners tasks to:

- i) discuss the importance of personal management in guidance and counselling.
- ii) discuss the importance of self-awareness.

### Teaching and Learning Resources

- Guidelines to personal management
- Guidelines to self-awareness
- Guidelines to financial planning

## Sub-module 5: Career Preparation

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>sets personal aspirations and aims at achieving them.</li> <li>inspires oneself and others to achieve success.</li> <li>builds a lifelong career in work.</li> <li>creates, secures, and maintains work.</li> </ul>	<ul style="list-style-type: none"> <li>Personal aspiration</li> <li>Motivation</li> <li>Reflection</li> <li>Achieving success</li> <li>Life and work building</li> <li>Creating, securing and maintaining work</li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on how to set personal aspirations.</li> <li>Group learners and task them to discuss the importance of self motivation.</li> <li>Let learners brainstorm the ways of achieving success.</li> <li>Guide learners on how to create, secure, and maintain work.</li> </ul>

### Assessment Strategy

Give learners assignments to demonstrate personal aspiration, motivation, and how to achieve success.

## Sub-module 6: Major Stakeholders in Career Planning

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the roles played by different stakeholders in career planning</li> <li>analyses current and future career plans.</li> </ul>	<ul style="list-style-type: none"> <li>Roles of employees               <ul style="list-style-type: none"> <li>economic stand point</li> <li>psychological stand point</li> </ul> </li> <li>Manager's role:               <ul style="list-style-type: none"> <li>design and implementation of systems</li> <li>analysis of current and future career plans</li> </ul> </li> <li>Organisation's roles:               <ul style="list-style-type: none"> <li>career workshops</li> <li>career centre information system</li> <li>career path (directional)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on the roles of employees, managers, and the organisation in career planning.</li> <li>group learners and task them to identify the current and future career plans for themselves.</li> </ul>

## Assessment Strategy

Let learners discuss in groups the roles of the different stakeholders in Career planning and make presentations.

## Sub-module 7: Work Commitment

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>observes the concepts of commitment to work.</li> <li>analyses the importance of work commitment.</li> <li>builds employee commitment to work.</li> <li>identifies the barriers to work commitment.</li> <li>mitigates the barriers to work commitment.</li> </ul>	<ul style="list-style-type: none"> <li>Concepts of work commitment</li> <li>Importance of work commitment</li> <li>Ways of building employee commitment</li> <li>Barriers to work commitment</li> <li>Solutions to work laxity</li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on the meaning of concepts of work commitment.</li> <li>Lead a brainstorming session on the importance of work commitment.</li> <li>Group learners to discuss the ways of building employee commitment to work.</li> <li>Let learners brainstorm the barriers to work commitment and suggest mitigation measures.</li> </ul>

## Assessment Strategy

- i) Assess learners on the importance of work commitment.
- ii) Give learners homework to research on the ways of building employee commitment to work.

## Suggested References

Chartered Institute of Personnel CIPD (2005) Career Management and Development (a guide), University of Reading [Online], Business Available School,  
<http://www.cipd.co.uk/subjects/lrnanddev/caree>, [Accessed 26 June 2010]

Opescu. N. (2003). Planning and Career Management, Journal of Organisational 3 Psychology. Publishing, Bucharest, Houpp.-1013.

Zeus. P.; Skeffington, (2008) Coaching Organizations Complete Guide.

## NCCC 114: Contemporary Social Challenges

Duration: 45 Hours

### Module Overview

This module introduces the learner to the concept of needs and social problems that hamper human progress. The learners will be enhanced to handle social problems such as ill-health, HIV and AIDS, work stress, theft, and corruption, among others.

### Learning Outcomes

By the end of this module, the learner should be in position to:

- i) identify and support individuals, families and the communities with social problems.
- ii) promote co-existence among the community members to live in peace and harmony.

### Sub-module: 1 Introduction to Social Challenges

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies the social problems of an individual.</li> <li>• analyses the availability of the basic needs.</li> <li>• identifies individual, group and community needs and provides support.</li> <li>• identifies the challenges associated with</li> </ul>	<ul style="list-style-type: none"> <li>• Social problems</li> <li>• Basic needs</li> <li>• Hierarchy of needs</li> <li>• Needs identification</li> <li>• Challenges associated with needs identification</li> </ul>	<ul style="list-style-type: none"> <li>• Guide a brainstorming session on the social problems suffered by people.</li> <li>• Illustrate Abraham Maslow's hierarchy of needs and guide the learners in a discussion on analysing the realities surrounding these needs.</li> <li>• Group learners and task them to discuss and make a presentation on how individual, group</li> </ul>

Competences	Content	Teaching and Learning Strategies
needs identification and support.		and community needs can be identified and solved.

### Assessment Strategy

Assign learners to identify individual, group and community needs and provides support.

## Sub-module 2: Corruption

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the forms of corruption.</li> <li>sensitizes people on the dangers of corruption.</li> <li>suggests solutions to curb corruption.</li> <li>reports corruption cases to legal authorities.</li> </ul>	<ul style="list-style-type: none"> <li>Forms of corruption</li> <li>Dangers of corruption</li> <li>Possible solutions to corruption</li> <li>Legal laws against corruption</li> </ul>	<ul style="list-style-type: none"> <li>Lead a brainstorming session on the forms of corruption.</li> <li>Guide a discussion on the dangers of corruption.</li> <li>Group learners to role play on the most common forms of corruption in their communities, suggesting the ways of overcoming the vice.</li> <li>Moderate a discussion on the legal procedures against corruption for Uganda.</li> </ul>

### Assessment Strategy

Give learners tasks to identify the cases of corruption in Uganda and the punishments that have been given to the culprits.

## Sub-module 3: HIV and AIDS

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines HIV and AIDS and writes them in full.</li> <li>• distinguishes between HIV and AIDS.</li> <li>• identifies the causes of HIV and AIDS transmission among people.</li> <li>• sensitizes people on the myths about HIV and AIDS.</li> <li>• analyses the impact of HIV and AIDS on individuals, families, and communities.</li> <li>• cares for and supports HIV and AIDS patients.</li> <li>• observes the preventive measures against HIV spread.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of HIV and AIDS</li> <li>• Distinction between HIV and AIDS</li> <li>• Modes of HIV and AIDS transmission</li> <li>• Myths and misconceptions about HIV and AIDS</li> <li>• Impact of HIV and AIDS</li> <li>• Care and support for HIV and AIDS patients</li> <li>• HIV and AIDS prevention</li> </ul>	<ul style="list-style-type: none"> <li>• Task learners to distinguish between HIV and AIDS.</li> <li>• Guide a discussion on the common causes of HIV and AIDS.</li> <li>• Lead a brainstorming session on the myths about HIV and AIDS.</li> <li>• Let learners discuss in groups the impact of HIV and AIDS on individuals, families and communities.</li> <li>• Organise a video show on how to handle and care for HIV and AIDS patients.</li> <li>• Group learners to role-play the HIV and AIDS preventive methods.</li> </ul>

### Assessment Strategy

Test learners on the:

- causes of HIV transmission among people.
- impact of HIV and AIDS to the economy.

### Teaching and Learning Resources

- Dildos
- Condoms
- Needle
- Blade
- Broken bottles
- Gloves
- Aprons
- Masks
- Pictures of different categories of people with HIV and AIDS

## Sub-module 4: Drug Addiction and Substance Abuse

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines drug, addiction, and abuse as applied in contemporary social challenges.</li> <li>observes the legal laws governing drug abuse.</li> <li>sets measures to control substance abuse.</li> <li>helps to rehabilitate persons affected by drug and substance abuse.</li> </ul>	<ul style="list-style-type: none"> <li>Terminologies used in drug abuse</li> <li>Legal laws controlling drug abuse</li> <li>Non-legal ways of controlling drug abuse</li> <li>Causes of substance abuse</li> <li>Reduction of substance abuse</li> <li>Rehabilitation of persons affected by drug addiction</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners on the meanings of drug and substance abuse.</li> <li>Invite a guest speaker to guide learners on the legal laws governing drug and substance abuse.</li> <li>Group learners to brainstorm the effects of drug abuse and addiction.</li> <li>Demonstrate the rehabilitation process of persons affected by drug addiction.</li> </ul>

### Assessment Strategy

Give learners homework to research on the types of drug abuse and control measures applied to curb it.

## Sub-module 5: Sexual Issues

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>sensitises communities on the dangers of sexual harassment,</li> </ul>	<ul style="list-style-type: none"> <li>Sexual harassment</li> <li>Rape</li> <li>Defilement</li> <li>Causes</li> <li>Dangers</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners to define rape, defilement and sexual harassment.</li> <li>Group learners to discuss and make presentations on the causes of rape,</li> </ul>



Competences	Content	Teaching and Learning Strategies
rape, and defilement. <ul style="list-style-type: none"> <li>• supports the victims of rape, defilement and sexual harassment.</li> <li>• guides the communities in prosecuting the rapists and defilers.</li> </ul>	<ul style="list-style-type: none"> <li>• Solutions</li> </ul>	defilement and sexual harassment, suggesting the possible ways of limiting it from occurring. <ul style="list-style-type: none"> <li>• Task learners to discuss dangers of rape, defilement and sexual harassment to an individual, a family and community.</li> <li>• Challenge learners to come up with the solutions to rape, defilement and sexual harassment and task them to make presentations.</li> </ul>

### Assessment Strategy

Give learners assignments to discuss causes of rape, defilement and sexual harassment.

### Sub-module 6: Poverty

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines poverty.</li> <li>• categorises poverty.</li> <li>• identifies the causes of poverty among communities.</li> <li>• gives support to vulnerable persons.</li> <li>• guides communities in the reduction of poverty.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of poverty</li> <li>• Poverty line</li> <li>• Absolute poverty</li> <li>• Relative poverty</li> <li>• Causes of poverty</li> <li>• Poverty and vulnerability</li> <li>• Overcoming poverty</li> </ul>	<ul style="list-style-type: none"> <li>• Guide a brainstorming session on the categories of poverty.</li> <li>• Lead a guided discussion on the causes of poverty and how to overcome it.</li> </ul>

## Assessment Strategy

Assign learners to discuss measures for poverty eradication.

## Sub-module 7: Domestic Violence

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines domestic violence.</li> <li>• identifies the types and causes of domestic violence.</li> <li>• analyses the problems associated with domestic violence.</li> <li>• sets control measures to domestic violence.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of domestic violence</li> <li>• Types of domestic violence</li> <li>• Causes of domestic violence</li> <li>• Problems associated with domestic violence</li> <li>• Solutions to the problem of domestic violence</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to define domestic violence.</li> <li>• Demonstrate the types of domestic violence.</li> <li>• Task learners to discuss the causes of domestic violence and make class presentations.</li> <li>• Guide a discussion on the problems caused by of domestic violence.</li> <li>• Let learners brainstorm the solutions to domestic violence.</li> </ul>

## Assessment Strategy

Assign learners to discuss the effects of domestic violence to the individuals, families and communities.

## Teaching and Learning Resources

- Guidance and Counselling handbooks and manuals
- Charts with illustrations of the end result social problems.
- Documentary
- Internet
- Computer
- TVs sets
- Scenarios

## Suggested References

- Dimitris, M. and Werner, S. (2014) Social Work and Social Problems: A Contribution from Systems Theory and Constructionism, *International Journal of Social Welfare*, (23), 4, 431-442.
- HIV Paediatric Prognostic Markers Collaborative Study. Predictive Value of Absolute CD4 Cell Count for Disease Progression in Untreated HIV-1-Infected Children. *AIDS*. 2006; 20(9):1289–1294. [PubMed]
- Mugenyi, P., (2013). *A Cure too Far: The Struggle to end HIV and AIDS*. Kampala. Fountain Publishers.
- Violari, A, et al. Early Antiretroviral Therapy and Mortality among HIV-Infected Infants. *New England Journal of Medicine*. 2008; 359(21):2233–2244. [PMC free article] [PubMed]
- World Health Organization; Joint United Nations Programme on HIV and AIDS (UNAIDS) and United Nations Children Fund (UNICEF). *Towards universal access: scaling up priority HIV and AIDS interventions in the health sector: progress report 2009*. Geneva: World Health Organization; 2009. [http://whqlibdoc.who.int/publications/2009/9789241598750\\_eng.pdf](http://whqlibdoc.who.int/publications/2009/9789241598750_eng.pdf).

## NCIP 115: Introduction to Psychology

Duration: 45 Hours

### Module Overview

This module introduces the learner to the general behaviour of human beings: how they think and adjust to their environment, perceive issues, feel and reason.

### Learning Outcomes

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

- i) identify disorders in human beings and manage people of different personalities.
- ii) adjust self to appreciate other people in a given community.

### Sub-module 1: Concepts of Psychology

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines psychology.</li> <li>• identifies the types of personalities.</li> <li>• analyses the causes of variance in human personality.</li> <li>• justifies the importance of psychology to social work.</li> <li>• exhibits good behaviour in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of psychology</li> <li>• Types of personalities</li> <li>• Factors responsible for the formation of behaviour in human beings</li> <li>• Importance of psychology to social work</li> <li>• Role models in communities and their importance</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a brainstorming session on the importance of psychology in social work.</li> <li>• Organise a film show to demonstrate the different personalities of people.</li> <li>• Guide the learners in a discussion on the factors responsible for the formation of behaviour in human beings.</li> <li>• Group the learners to role-play the various personalities reflected by individuals in communities.</li> </ul>

## Assessment Strategy

Give the learner assignments to identify the causes of variance in personalities among the communities.

## Teaching and Learning Resources

- Psychology handbooks
- Personality charts
- Documentary
- Internet
- Films
- TVs sets

## Sub-module 2: Human Behaviour

Duration: 10 Hours

Competencies	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines behaviour.</li> <li>• observes human behaviour.</li> <li>• analyses the factors that contribute to human behaviour.</li> <li>• handles people with varying behaviour.</li> <li>• demonstrates desirable behaviour in his/her community.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of behaviour</li> <li>• Types of behaviour</li> <li>• Factors that contribute to different behaviour</li> <li>• Effects of human behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, let the learners discuss the types of behaviour exhibited by people in their community.</li> <li>• Lead the learners in a guided discussion on the causes and effects of different behaviour of people.</li> <li>• Task the learners to role-play different behavioural patterns.</li> </ul>

## Assessment Strategy

Assign the learner to role-play different behaviours exhibited by people.

## Teaching and Learning Resources

- Behaviour hand-outs
- Internet
- Charts
- Scenarios

## Sub-module 3: Emotions

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• analyses the concept of emotion.</li> <li>• handles the different emotions.</li> <li>• identifies manifestations of different emotions.</li> <li>• controls personal emotions.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of emotion</li> <li>• Components of emotions (physiologic cognitive, behavioural)</li> <li>• Causes of different emotions</li> <li>• Management of emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the components of emotions.</li> <li>• Group the learners and task them to discuss and make presentations on emotional management of an individual.</li> <li>• Guide the learners in a discussion on the ways of controlling emotions for individuals, groups and communities.</li> </ul>

### Assessment Strategy

Assign the learner to manage emotions manifested in his/her community.

### Teaching and Learning Resources

- Films
- Pictures and charts

## Sub-module 4: Attitudes

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• observes the manifestations of different attitudes.</li> <li>• analyses the factors that contribute to different attitudes.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of attitudes (affective, cognitive, stimuli and behavioural).</li> <li>• Factors that contribute to different attitudes.</li> <li>• Characteristics of</li> </ul>	<ul style="list-style-type: none"> <li>• Group the learners to brainstorm the meaning of attitude.</li> <li>• Task the learners to discuss</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>analyses the characteristics of different attitudes.</li> <li>handles people with different attitudes.</li> </ul>	attitudes. <ul style="list-style-type: none"> <li>Components of attitudes (stereo-types, biases, norms, superstitions)</li> <li>Management of attitudes</li> </ul>	different strategies of controlling attitudes. <ul style="list-style-type: none"> <li>Guide the learners to role-play expressions of attitudes.</li> </ul>

### Assessment Strategy

Assign the learner to manage attitudes of individuals and communities

### Teaching and Learning Resources

- Internet
- Chart and pictures

## Sub-module 5: Personality

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the personalities in oneself.</li> <li>analyses factors that contribute to the personality identified in oneself.</li> <li>demonstrates the power of personality to work.</li> <li>identifies the types of personality.</li> <li>rehabilitates people's distorted personalities.</li> </ul>	<ul style="list-style-type: none"> <li>Types of personality (sanguine melancholic, phlegmatic, choleric)</li> <li>Factors that contribute to variance in personality</li> <li>The power of personality in influencing social work</li> <li>Personality rehabilitation and modelling</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners in a discussion on the types of personalities.</li> <li>Let the learners brainstorm factors that contribute to variance in personalities.</li> <li>Demonstrate to the learners the power of personalities in influencing social work.</li> </ul>

## **Assessment Strategy**

Task the learner to demonstrate ways of handling people with difficult personalities.

## **Teaching and Learning Resources**

- Read newspapers
- Internet
- Pictures and charts

## **Suggested References**

Cole, M. (2002). Culture in Development. pp. 731-789 in M. H. Bornstein & M. E. Lamb, eds. *Developmental Psychology: An Advanced Textbook*. Hillsdale, N.J., Lawrence Erlbaum.



## NCGC 116: Real-Life Project 1

Duration: 60 Hours

### Module Overview

This project is intended to equip the learner with skills and knowledge to identify community needs and participate in the guidance and Counselling to inform, cause awareness and call for action from the public.

### Learning Outcomes

By the end of the module, the learner should be able to:

- i) identify a client with a problem / need / issue.
- ii) determine the project name
- iii) draw an activity plan / guidance and counselling programme
- iv) make a budget

### Project Identification

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• identifies the problem/need/issue s of the client.</li> <li>• develops an action plan for guidance and counselling.</li> <li>• plans and budgets for guidance and counselling meetings.</li> <li>• conducts group project appraisal.</li> <li>• writes a report with required recommendations.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a public problem/need/issue</li> <li>• Identify the contacts of clients /stakeholders</li> <li>• Coordinate the need for a guidance and counselling programme</li> <li>• Mobilize the right audience/clients</li> <li>• Promote/publicize the campaign in his/her community about the availability of guidance and counselling services</li> </ul>	<ul style="list-style-type: none"> <li>• Group the learners and task them to identify the clients with problems/ issues and come up with guidance schedules.</li> <li>• Ask clients to come for individual assessment and counselling.</li> </ul>
<p><b>Sample of Possible Project Group</b></p> <ul style="list-style-type: none"> <li>• Housemaids</li> <li>• Students</li> </ul>		

- Street children
- Single mothers/fathers
- Childless mothers/fathers
- The parentless
- The sick
- Widows
- School dropouts
- Co-wives
- The jobless
- The unmarried
- Newly married
- Unhappy families
- Uncircumcised
- The indebted
- The bereaved
- Lost property
- Frustrated
- About to retire / retired from jobs
- Funeral / party services

NB: The learner may choose any of these options or identify any other option for real-life project.

### **Assessment Strategy**

Assess the learner on the process of formulating projects.

### **Suggested References**

- Butcher, P. A. (2005). *Sociology*, 9th ed. Boston, McGraw-Hill.
- Hurlock, E. B. (2008). *Developmental Psychology*, 5th ed. London, McGraw-Hill. (2007). *Guidance and Counselling*. New Delhi, APH Publishing.
- Shaffer, D. R. & Kip, K. (2010). *Developmental Psychology: Childhood and Adolescence*, 8th ed. Belmont, Wadsworth.
- Sharif, R. S. (2009). *Applying Career Development Theory to Counselling*, 5th ed. Stanford, Brooks/Cole.
- Thompson, R. A. (2012). *Professional School Counselling: Best Practices for Working in the Schools*, 3rd ed. New York, Routledge.
- Zunkar, V. G. (2006). *Career Counselling: A Holistic Approach*, 7th ed. Belmont, Brooks/Cole.

## Detailed Modules Description for Year 1 Semester 2

### NCDP 121: Developmental Psychology

Duration: 45 Hours

#### Module Overview

The module introduces the learner to the knowledge and understanding of human growth, its related behaviour and development. It will equip him / her with the basic skills of managing human development challenges.

#### Learning Outcomes

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

- i) help individuals, families and communities to model and usher children with charitable personalities.
- ii) serve in any given community by being aware of individual differences among its members.

### Sub-module 1: Introduction to Development Psychology

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines development psychology.</li> <li>• observes the growth and development of a child.</li> <li>• identifies the changes in character of a</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of development psychology</li> <li>• Human growth</li> <li>• Human development</li> <li>• Maturation</li> <li>• Characteristics of human</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners to brainstorm the meaning of development psychology.</li> <li>• Group the learners and task them to discuss the characteristics of human development and make presentations</li> <li>• Demonstrate the mutations that take place in human development.</li> </ul>

Competences	Content	Teaching and Learning Strategies
growing child. <ul style="list-style-type: none"> <li>grooms a growing child into a responsible citizen.</li> </ul>	development	<ul style="list-style-type: none"> <li>Lead the learners in a guided discussion on the ways of grooming a child to be a good citizen.</li> </ul>

### Assessment Strategy

Group the learner and task him / her to role-play the sensitization of individuals, families, or communities on the effects of not helping children to become responsible people.

## Sub-module 2: Human Growth

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>analyses the stages a child goes through to grow and develop into a mature person.</li> <li>identifies the factors that affect human growth and development.</li> <li>observes the changes that take place in a growing person.</li> <li>analyses the normal and abnormal behaviour of a child and takes measures to correct the abnormality.</li> </ul>	<ul style="list-style-type: none"> <li>Stages of growth</li> <li>Factors that affect growth of a person</li> <li>Mutation</li> <li>Human behaviour:               <ul style="list-style-type: none"> <li>normal</li> <li>abnormal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Illustrate the growth and development stages of a human being.</li> <li>Guide the learners in a discussion on the factors that affect growth and development of a child.</li> <li>Group the learners and task them to discuss the normal and abnormal behaviours that can be identified in a growing child.</li> </ul>

## Assessment Strategy

Assign the learner to suggest ways of helping individuals, families, and communities to promote acceptable behaviour among them.

### Sub-module 3: Human Development

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>applies the theories of human development to help people with moral, psychosocial, and language problems.</li> <li>assists individuals to develop into acceptable persons in society.</li> </ul>	<ul style="list-style-type: none"> <li>Theories of human development:           <ul style="list-style-type: none"> <li>moral development theory</li> <li>psychosocial development theory.</li> <li>language development theory.</li> </ul> </li> <li>Human development domains:           <ul style="list-style-type: none"> <li>physical</li> <li>cognitive</li> <li>psychosocial</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Illustrate to the learners the theories of human development and show how they can be applied in the day-to-day situations.</li> <li>Demonstrate to the learners the domains of human development and the issues surrounding them.</li> </ul>

## Assessment Strategy

Assign the learner to support families in avoiding and managing fixation.

### Sub-module 4: Human Personalities

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>defines personality.</li> <li>identifies</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of personality</li> <li>Types of personalities:</li> </ul>	<ul style="list-style-type: none"> <li>Ask the learners to brainstorm the meaning of personality.</li> </ul>

Competences	Content	Teaching and Learning Strategies
human personalities. <ul style="list-style-type: none"> <li>guides people on how to make better their personalities.</li> <li>sets strategies to control and manage extreme personalities.</li> </ul>	<ul style="list-style-type: none"> <li>sanguine</li> <li>phlegmatic</li> <li>melancholic</li> <li>choleric</li> <li>Managing different personalities</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners through practice to demonstrate the different human personalities.</li> <li>Lead the learners in a guided discussion on how to control and manage extreme personalities.</li> </ul>

### Assessment Strategy

Group the learner to role-play the different personalities and how to handle them.

### Teaching and Learning Resources

- Psychology handbooks
- Personality charts
- Documentary
- Internet
- Computer
- TVs sets

### Suggested References

Cole, M. (1992). Culture in Development. pp. 731-789 in M. H. Bornstein & M. E. Lamb, eds. *Developmental Psychology: An Advanced Textbook*. Hillsdale, N.J.: Lawrence Erlbaum.

## NCSH 122: Safety, Health and Environment

Duration: 60 Hours

### Module Overview

This module provides the learner with an understanding of the safety and health issues so that he / she can contribute to their development and implementation. The learner will acquire knowledge and skills needed to do his / her work safely and avoid creating hazards that can place him / her or others at risk.

### Learning Outcome

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

- i) foster a safe and healthy work environment.
- ii) observe safety and health regulations.
- iii) protect other workers, family members, customers, and any other person who might be affected by the workplace environment.

### Sub-module 1: Personal Safety

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines safety.</li> <li>• analyses the types of personal safety.</li> <li>• observes body safety and hygiene.</li> <li>• makes use of the necessary protective gears at work.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of safety</li> <li>• Types of personal safety</li> <li>• Body safety and hygiene</li> <li>• Protective gears</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners brainstorm the meaning and types of personal safety.</li> <li>• Guide the learners through practice to provide body safety and hygiene.</li> <li>• Let the learners practise the use of protective gears.</li> </ul>

### Assessment Strategy

Test the learners on the provision of body safety.

## Teaching and Learning Resources

- Gloves
- Over-rolls
- Helmets
- Soap and water
- Hand towels

## Sub-module 2: Occupational Health and Safety

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies the types of occupational health and safety.</li> <li>• analyses the causes of occupational hazards.</li> <li>• examines the effects of occupational hazards.</li> <li>• mitigates the effects of occupational hazards.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of occupational safety and health</li> <li>• Causes of occupational hazards</li> <li>• Effects of occupational hazards</li> <li>• Mitigation of occupational hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the types of occupational safety and health.</li> <li>• Guide the learners on the causes and effects of occupational hazards.</li> <li>• Let the learners brainstorm the mitigations for occupational hazards.</li> </ul>

## Assessment Strategy

Assign the learner to explain sitting postures, book carriage, use of ladders and computer screen protector.

## Teaching and Learning Resources

- Computer antiglare
- Ladders
- Trolleys
- Gloves
- Over-rolls
- Helmets

## Sub-module 3: Environmental Health and Safety

Duration: 10 Hours



Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines environment.</li> <li>• analyses types of environment.</li> <li>• examines the effects of different environments to human health.</li> <li>• provides security measures to protect people at workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of environment</li> <li>• Types of environments</li> <li>• Effects of environment to human health</li> <li>• Environmental security measures</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a brainstorming session on the meaning and types of environments.</li> <li>• In groups, let the learners discuss the effects of environments on human health.</li> <li>• Guide the learners in a discussion on the security measures to environmental safety.</li> </ul>

### Assessment Strategy

Give the learner assignments to:

- i) discuss the effects of environment on human health and work.
- ii) discuss control measures to effects of environment.

### Teaching and Learning Resources

- Fire extinguishers
- Emergency exits
- Burglar proof doors
- Fumigators
- CCTV cameras
- Check points
- Insecurity bells/alarm
- Hygrometer

## Sub-module 4: Accidents

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the types of accidents at workplaces.</li> <li>sets strategies to prevent accidents.</li> <li>administers first aid to accident victims.</li> <li>sensitizes people about the assistance required for accident victims.</li> </ul>	<ul style="list-style-type: none"> <li>Types of accidents</li> <li>Causes of accidents at work</li> <li>Prevention of accidents</li> <li>First aid tools and equipment</li> <li>Administration of first aid</li> <li>Human behaviour and accidents</li> </ul>	<ul style="list-style-type: none"> <li>Let the learners brainstorm the types of accidents.</li> <li>Group the learners and task him/her to discuss the causes and prevention of accidents at workplaces.</li> <li>Let the learners demonstrate provision of first aid to accident victims.</li> </ul>

### Assessment Strategy

Assign the learner to administer first aid to accident victims.

### Teaching and Learning Resources

- Emergency exits
- Speed humps
- First aid kits

## Sub-module 5: Fire Hazards

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>analyses the types of fires.</li> <li>identifies the causes of fire outbreaks.</li> <li>sets control</li> </ul>	<ul style="list-style-type: none"> <li>Types of fire</li> <li>Causes of fire</li> <li>Prevention of fire</li> <li>Fire fighting equipment</li> </ul>	<ul style="list-style-type: none"> <li>Group the learners to discuss the types, causes and prevention of fire and task them to make a presentation.</li> <li>Demonstrate the use of</li> </ul>

Competences	Content	Teaching and Learning Strategies
measures to prevent fire outbreak. <ul style="list-style-type: none"> <li>uses fire fighting equipment to stop fire.</li> </ul>	and practices <ul style="list-style-type: none"> <li>Dealing with fire outbreak</li> </ul>	fire fighting equipment and guide the learners through the practice to stop fire when it breaks out.

### Assessment Strategy

Give the learner the task to operate fire fighting equipment.

### Teaching and Learning Resource

Fire extinguishers

## Sub-module 6: Waste Management

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines waste.</li> <li>identifies the types of wastes.</li> <li>analyses the effects of waste materials to human health.</li> <li>manages waste materials.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of wastes</li> <li>Types of wastes</li> <li>Effects of waste materials</li> <li>Methods of waste disposal</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners on the meaning and types of waste materials.</li> <li>Group the learners to discuss the effects of waste materials.</li> <li>Guide the learners through practice to manage waste materials.</li> </ul>

### Assessment Strategy

Give the learner assignment to discuss the types and effects of waste materials and make classroom presentations.

## Teaching and Learning Resources

- Assortment of wastes
- Waste baskets / pits

## Sub-module 7: Personal Protective Equipment (PPEs)

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The Learner: <ul style="list-style-type: none"> <li>• identifies personal protective equipment.</li> <li>• makes use of the personal protective equipment.</li> <li>• maintains equipment used for personal protection.</li> <li>• works in heights.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of PPEs</li> <li>• Types of PPEs</li> <li>• Use of PPEs</li> <li>• Maintenance of PPEs</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the meaning and types of the personal protective equipment.</li> <li>• Demonstrate the use of PPEs and guide the learners through the practice.</li> <li>• Guide the learners through practice to maintain personal protective equipment.</li> </ul>

## Assessment Strategy

Give the learner homework to identifies personal protective equipment and demonstrate how to use them.

## Teaching and Learning Resources

- Eye protective equipment
- Head protective equipment
- Respiratory protective equipment
- Skin protective equipment
- Hands protective equipment
- Feet protective equipment

## Suggested References

- American Industrial Hygiene Association, (2003). *The Occupational Environment, Its Evolution, and Control*, 2nd ed. Dinardi, Salvatore, Fairfax, VA.
- li, B. O. (2008). *Fundamental Principles of Occupational Health and Safety* /International Labour Rahim, A., Abdul, H., Abdul, R., Singh, B & Zulkifli, W. (2004). *Integration of Safety, Health, Environment and Quality (SHEQ) Management System in Construction: A review* VL - 16JO - JurnalKejuruteraanAwam
- Manuele, F.A. (2003). *On the Practice of Safety: The Basic Principles and Aspects of Safety as an Evolving Discipline*, 3rd ed. Wiley-Interscience, New York.
- Wald, P. & Gegg, M. S. (2001). *Biological Hazards in the Workplace*. New York, Van Nostrand.

## NCGC 123: Ethics and Integrity

Duration: 45 Hours

### Module Overview

This module is intended to expose the learner to the numerous ethical challenges that affect society and impart practical skills in handling them. It is thus, aimed at sharpening the learners capacity to take and make the right and ethical decisions, behave ethically and be a responsible member of the community.

### Learning Outcomes

By the end of the module, the learner should be able to:

- i) apply ethical principles and theories in concrete situations.
- ii) take firm decisions in situations of ethical dilemma.
- iii) overcome the major ethical challenges of life.

### Sub-module 1: Introduction to Ethical Principles and Integrity

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines ethics and integrity.</li> <li>• identifies the types of ethics.</li> <li>• analyses the ethical issues at workplace.</li> <li>• applies the principles of ethics and integrity at workplace.</li> <li>• demonstrates integrity and</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of ethics and integrity</li> <li>• Types of ethics</li> <li>• Ethical issues at workplace</li> <li>• Principles of ethics and integrity</li> <li>• Importance</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a brainstorming session on the meaning of ethics and integrity.</li> <li>• Guide the learner to discuss the types of ethics.</li> <li>• Let the learners brainstorm the major ethical issues that affect people at work.</li> <li>• Guide the learners through practice to apply the principles of ethics and integrity.</li> <li>• Task the learners to</li> </ul>

## Assessment Strategy

In groups, give the learner assignments to discuss the major ethical issues that affect people at workplaces.

## Teaching and Learning Resources

- Codes of conduct
- Workplace rules and regulations

## Sub-module 2: Alcoholism

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines alcoholism.</li> <li>• identifies the causes of alcoholism.</li> <li>• observes the effects of alcoholism.</li> <li>• sets control measures to alcoholism.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of alcoholism,</li> <li>• Causes of alcoholism</li> <li>• Effects of alcoholism</li> <li>• Control of alcoholism</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners brainstorm the meaning of alcoholism.</li> <li>• Guide the learners in a discussion on the causes of alcoholism.</li> <li>• Use a film show to sensitize the learners about the effects of alcoholism.</li> <li>• Lead a guided discussion on the controls to alcoholism.</li> </ul>

## Assessment Strategy

Test the learner on the causes and effects of alcoholism among people.

## Teaching and Learning Resources

- Samples of alcohol
- Films / video shows about alcoholism

## Sub-module 3: Euthanasia

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines euthanasia.</li> <li>justifies the conditions under which euthanasia can be administered.</li> <li>demonstrates the methods used to administer euthanasia.</li> <li>analyses the effects of euthanasia.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of euthanasia</li> <li>Conditions under which euthanasia is necessary</li> <li>Methods of euthanasia</li> <li>Arguments against euthanasia</li> <li>Effects of euthanasia</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learners in a brainstorming session on the meaning of euthanasia.</li> <li>Guide the learners in a discussion on the causes of euthanasia.</li> <li>In groups, let the learners discuss the methods of carrying out euthanasia.</li> <li>Use a film to sensitize the learners on the effects of euthanasia.</li> </ul>

### Assessment Strategy

Give the learner assignment to discuss the causes and effects of wars.

### Teaching and Learning Resources

- Samples of lethal injections
- Journals
- Internet

## Sub-module 4: Suicide

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines suicide.</li> <li>identifies ways of committing</li> </ul>	<ul style="list-style-type: none"> <li>Definition of suicide</li> <li>Ways of committing</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learners in a guided discussion on the meaning of suicide.</li> <li>Guide the learners through</li> </ul>



Competences	Content	Teaching and Learning Strategies
suicide. <ul style="list-style-type: none"> <li>analyses the causes of suicide.</li> <li>examines the effects of suicide.</li> <li>sets control measures to suicide.</li> </ul>	suicide <ul style="list-style-type: none"> <li>Causes of suicide</li> <li>Effects of suicide</li> <li>Mitigation of suicide</li> </ul>	demonstrations on how people commit suicide. <ul style="list-style-type: none"> <li>Task the learners to brainstorm the causes and effects of suicide.</li> <li>Guide the learners in a discussion on the ways to control suicide.</li> </ul>

### Assessment Strategies

Group the learner and assign him/her to:

- identify ways of committing suicide and their control measures.
- discuss the causes and effects of suicide.

### Teaching and Learning Resources

- Items for committing suicide such as poison, strings, injections and drugs
- Journals

## Sub-module 5: Abortion

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines abortion.</li> <li>analyses the causes of abortions.</li> <li>examines the effects of abortions.</li> <li>sets measures to control abortions.</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of abortion.</li> <li>Causes of abortion</li> <li>Effects of abortion</li> <li>Control of abortions</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learners in a guided discussion on the causes of abortion.</li> <li>In groups, let the learners discuss the effects of abortion and how to prevent it.</li> </ul>

### Assessment Strategy

Test the learner on the causes and effects of abortion.

## Teaching and Learning Resources

- Film/video on abortions
- Journals

## Sub-module 6: Cloning

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines cloning.</li> <li>• demonstrates the methods of cloning.</li> <li>• analyses the reasons for and against cloning.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of cloning</li> <li>• Methods of cloning</li> <li>• Reasons for cloning</li> <li>• Moral arguments against cloning</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the meaning of cloning and let them participate.</li> <li>• Group the learners and task them to identify the methods of cloning.</li> <li>• Task the learners to brainstorm the arguments for and against cloning.</li> </ul>

## Assessment Strategy

Assign the learner to discuss the effects of cloning.

## Teaching and Learning Resources

- Microscope
- Pictures of cloned children
- Internet connections

## Sub-module 7: Business Ethics

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines business ethics.</li> <li>• justifies the importance of</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of business ethics</li> <li>• Importance of business</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners brainstorm the meaning of business ethics.</li> <li>• Guide the learners in a discussion on the</li> </ul>

Competences	Content	Teaching and Learning Strategies
business ethics. <ul style="list-style-type: none"> <li>defends the intellectual property rights.</li> <li>seeks protection of business property.</li> </ul>	ethics <ul style="list-style-type: none"> <li>Intellectual property rights</li> <li>Whistle blowing</li> </ul>	importance of business ethics. <ul style="list-style-type: none"> <li>Guide the learners through demonstrations to defend property rights.</li> <li>Guide the learners in a discussion on the ways of protecting property rights.</li> </ul>

### Assessment Strategy

Give the learner homework to research issues of property rights and make a presentation in class.

### Teaching and Learning Resources

- Journals
- Newspapers
- Internet

### Suggested References

- Beauchamp, T. & Childress, J. (2001). *Principles of Biomedical Ethics* 5th ed. New York, Oxford University Press.
- Haldane, J. (2003). "Applied Ethics". In Nicholas Bunnin and E. P. Tsui-James. *The Blackwell Companion to Philosophy* 2nd ed. Maldedn, U.S.A.: Blackwell.
- Harrison, M. (2005). *An Introduction to Business and Management Ethics*. New York, Palgrave Macmillan.
- Oakley, J. (1997). "Applied Ethics." in *Philosophy of the English Speaking World in the Twentieth Century*. New York, Routledge.
- Thomson, A. (1999). *Critical Reasoning in Ethics*. London, Routledge.

## NCCA 124: Computer Applications

Duration: 60 Hours

### Module Overview

This module introduces the learner to the use of computers. It will provide him / her with basic knowledge and skills to familiarise with the use and working of computers using different modern information communication technologies. The learner will acquire hands-on experience in Microsoft Office applications such as Word Processing, Spreadsheet, Database applications, publication and the use of the Internet resources that will enable him / her to digitally access, process, store, and disseminate information.

### Learning Outcomes

By the end of the module, the learner should be able to:

- i) use and manipulate a computer to prepare documents.
- ii) search web based information from the internet.

### Sub-module 1: Introduction to Computer

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies the origin of computers.</li> <li>• describes the types of computers.</li> <li>• describes the components of a computer.</li> <li>• boots and shuts a computer.</li> <li>• identifies the</li> </ul>	<ul style="list-style-type: none"> <li>• Origin of computer</li> <li>• Types of computers</li> <li>• Components of a computer</li> <li>• Starting a computer</li> <li>• Shutting down a computer</li> <li>• Computer</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the origin computers.</li> <li>• Display components of a computer for the learner to identify their functions.</li> <li>• Guide the learners through practice to start and close a computer.</li> <li>• Demonstrate the use of the different components of a</li> </ul>

Competences	Content	Teaching and Learning Strategies
<p>computer hardware.</p> <ul style="list-style-type: none"> <li>identifies the computer software.</li> <li>observes the need for computers.</li> <li>identifies the dangers of using computers.</li> <li>provides safety and security of a computer.</li> </ul>	<p>Hardware</p> <ul style="list-style-type: none"> <li>Computer software (video card, network cards, ROM, RAM, cameras, processors)</li> <li>Importance of a computer.</li> <li>Dangers of using computers</li> <li>Safety and security of a computer</li> </ul>	<p>computer.</p> <ul style="list-style-type: none"> <li>Let the learners demonstrate the removal and replacement of computer RAM.</li> <li>Guide the learners to use the keyboard to manipulate the typing techniques.</li> <li>Lead the learners in a guided discussion on the uses and dangers of computers.</li> <li>Guide the learners through practice to implement the safety and security measures of a computer.</li> </ul>

### Assessment Strategy

- Assign the learner to identify and sort out computer hardware components according to their application.

### Teaching and Learning Resources

- Computer
- External drives
- Keyboard
- Mouse
- Memory cards
- RAM sets
- CPU
- Monitor / screen
- UPS
- Power cables
- Power source

## Sub-module 2: Operating System

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>classifies the computer operating systems.</li> <li>describes the operation of the computer system.</li> <li>identifies the benefits of using the computer operating systems.</li> <li>installs and uninstalls windows operating system, application software and other support programmes.</li> </ul>	<ul style="list-style-type: none"> <li>Types and classification of operating systems</li> <li>Functions of an operating system</li> <li>Benefits of operating Systems</li> <li>Installation of windows operating system and application software</li> </ul>	<ul style="list-style-type: none"> <li>Assign the learners to research the types and classifications of operating systems and make a class presentation.</li> <li>Lead the learners in a guided discussion on computer operating system and its functions.</li> <li>Guide the learners through a discussion on types, classification and benefits of computer operating system.</li> <li>Demonstrate the procedure of installing and uninstalling operation system and other support computer programmes.</li> </ul>

### Assessment Strategy

Assign the learner to install and uninstall the computer operating system.

### Teaching and Learning Resources

- Computers
- Soft copies of operating system

## Sub-module 3: Desktop Main Menu

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• locates the desktop start menu.</li> <li>• creates desktop background and screen saver.</li> <li>• identifies icons on desktop and their application.</li> <li>• resizes windows.</li> <li>• maximises and minimises windows to task pane.</li> <li>• closes and opens windows from task pane.</li> </ul>	<ul style="list-style-type: none"> <li>• Start menu</li> <li>• Applications menu</li> <li>• Working with the desktop background and screen saver</li> <li>• Icons, files and folders</li> <li>• Manipulating open windows; resizing, maximizing, minimizing task pane, and tiling windows.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners through practice to locate desktop start menu.</li> <li>• Guide the learners through practice to create desktop background and screen saver from default settings.</li> <li>• Demonstrate the application of various icons on desktop and allow the learners to practice.</li> <li>• Demonstrate the resizing, minimizing and maximizing of open windows.</li> </ul>

### Assessment Strategy

Assign the learner to:

- i) create desktop background and screen saver from default settings and pictures or photographs saved in the computer.
- ii) apply the different icons of the computer to produce documents.

### Teaching and Learning Resources

- Functioning computers
- Monitors / screens
- Power source

## Sub-module 4: Word Processing

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• starts, creates or opens a Word Window.</li> <li>• works with texts and manages files.</li> <li>• uses Word menus to typeset and edit documents.</li> <li>• formats documents.</li> <li>• saves documents to different storage media.</li> </ul>	<ul style="list-style-type: none"> <li>• Starting, creating and opening a Word Window</li> <li>• Working with texts</li> <li>• Word menus for document editing; e.g. copy, paste and cut</li> <li>• Saving a Word document</li> <li>• Formatting a page, document, and paper size</li> <li>• Working with tables</li> <li>• Working with drawings, clipart and pictures</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners to open new documents and work with texts to manage files.</li> <li>• Guide the learners through practice to use Word menus for document editing; e.g. copy, paste and cut.</li> <li>• Guide the learners through demonstrations and practice to save a document in different formats and to a storage media; e.g. flash disc.</li> <li>• Demonstrate the formatting of a page and documents for the learners to practise.</li> </ul>

### Assessment Strategy

Give the learner assignment to type a document and save on the desktop.

### Teaching and Learning Resources

- Computers
- Power source
- Power cable
- Monitor



## Sub-module 5: Printing, Scanning and Copying Documents

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>installs a printer to the computer.</li> <li>describes the procedure followed when printing documents.</li> <li>inserts tonner in the printer.</li> <li>prints documents</li> <li>scans documents.</li> <li>observes security and safety precautions printing and scanning documents.</li> </ul>	<ul style="list-style-type: none"> <li>Installing a printer</li> <li>Working with printer cartridges and toners</li> <li>Printing documents</li> <li>Scanning documents and pictures</li> <li>Safety, security and health precautions when printing and scanning documents.</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners through practice to install the printer to a computer.</li> <li>Guide the learners on the insertion of toners into a printer.</li> <li>Demonstrate the printing of a document.</li> <li>Guide the learners through practice to scan and photocopy documents.</li> <li>Guide the learners to observe security and safety precautions when printing and scanning documents.</li> </ul>

### Assessment Strategy

Give the learner the task to type and print documents.

### Teaching and Learning Resources

- Working computers
- Power source
- Printer
- Scanner
- Tonner/cartridge

## Sub-module 6: Microsoft Excel

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>creates an excel document.</li> <li>enters data in a spreadsheet.</li> <li>edits and formats spreadsheet information.</li> <li>applies excel formulae to calculate figures.</li> <li>draws charts, tables, and graphs using excel icons.</li> <li>prints excel documents.</li> </ul>	<ul style="list-style-type: none"> <li>Creating an excel document</li> <li>Entering data to a spreadsheet, editing and formatting a datasheet</li> <li>Using formulas and functions</li> <li>Creating/plotting charts and graphs from excel data values</li> <li>Inserting tables to excel worksheet</li> <li>Printing a spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners through practice to create excel documents.</li> <li>Give the learners tasks to enter data in excel sheets.</li> <li>Guide the learners through practice to calculate using excel formulae.</li> <li>Demonstrate the insertion of tables, charts, and graphs in excel documents.</li> </ul>

### Assessment Strategy

Give the learners a test to enter data in excel sheets and apply the formulae for addition and multiplication to calculate figures.

### Teaching and Learning Resources

- Computers
- Power source
- Samples of excel documents
- Printer

## Sub-module 7: Internet and E-mail

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>connects to an internet website</li> <li>surfs information from the internet, downloads saves information from the internet</li> <li>creates a strong password for the email address.</li> <li>creates an e-mail address.</li> <li>creates an e-mail password.</li> <li>connects two computers in one room to a LAN.</li> <li>sends messages through e-mails.</li> <li>downloads messages received through e- mails.</li> <li>observes the health, safety, and security precautions when using the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>The Internet, web browsers</li> <li>Opening a website and website address</li> <li>Internet surfing and search engines</li> <li>Saving information from the Internet, downloading files, music, pictures to the computer</li> <li>Electronic mail:               <ul style="list-style-type: none"> <li>creating email account</li> <li>e-mail folders and attachments</li> <li>attaching documents to outgoing email</li> <li>downloading e-mail attachment</li> <li>formatting mail</li> <li>searching mail</li> </ul> </li> <li>Health, safety and security precautions when using the Internet and email.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the connections to the Internet websites.</li> <li>Guide the learners through practice to browse information from the Internet.</li> <li>Guide the learners to save downloaded information.</li> <li>Demonstrate the creation of an e-mail account and password.</li> <li>Give the learners the tasks to write and send messages through e-mails, with an attachment.</li> <li>Lead the learners in a guided discussion on the security, safety and health practices to be observed when using the Internet and e-mail.</li> </ul>

### Assessment Strategies

Give the learner exercises to:

- i) open e-mail addresses.
- ii) write and send to each other electronic mails.

## Teaching and Learning Resources

- Computers
- Internet connections

## Sub-module 8: Basic Networking

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• connects to wireless and cable networks.</li> <li>• communicates through the LAN and WAN.</li> <li>• troubleshoots simple network connection problems.</li> <li>• connects a printer to a network.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to computer networking</li> <li>• Types of network: wide area networks (WAN), local area network (LAN)</li> <li>• Types of communication media: cables, wireless, optic fibres</li> <li>• Connecting a computer to a network</li> <li>• Troubleshooting simple connection problems</li> <li>• Connecting and configuring a printer to a network</li> </ul>	<ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the types of networks.</li> <li>• Guide the learners to connect both cable and wireless networks.</li> <li>• Demonstrate the procedure of networking and allow the learners to practise.</li> <li>• Demonstrate the installation and disconnection of a network computer and modem.</li> <li>• Guide the learners to troubleshoot network problems.</li> </ul>

## Assessment Strategy

Give the learner assignments to send messages through LAN.

## Teaching and Learning Resources

- Internet router
- Data cable
- Computer
- Local Area Network connections

## **Suggested References**

David Evans (2011). Computing Explorations in Language, Logistic and Machines. University of Virginia.

Saleemi, N. A. (1997). Electronic Data Processing Simplified. Nairobi, N.A. Saleemi Publishers.

Wulf, T. (2005). Constructivist Approaches for Teaching Computer Programming in Proceedings of the 6th Conference on Information Technology Education. Newark, NJ, USA.

## NCED125: Elements of Elements of Entrepreneurship Development

Duration: 60 Hours

### Module Overview

The module is designed to equip the learner with creative and innovative skills and ability to look out for opportunities by manipulating the natural and man-made resources which can be turned into business. It is intended to make the learner develop a positive career attitude towards entrepreneurship as a means of making a living. The module will empower the learner with creativity, innovation and entrepreneurial ethics; planning a business and managing a business and scanning the environment for business opportunities.

### Learning Outcomes

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

- i) generate business ideas.
- ii) identify viable business opportunities.
- iii) mobilises business resources.
- iv) start and manage a business.

### Sub-module 1: Concepts of Entrepreneurship

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines entrepreneur and entrepreneurship.</li> <li>• observes the qualities of an entrepreneur.</li> <li>• identifies the types of entrepreneurs and what they do.</li> <li>• justifies the roles of</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneur and entrepreneurship</li> <li>• Characteristics/ qualities of an entrepreneur</li> <li>• Types of entrepreneurs</li> <li>• Roles of an entrepreneur.</li> <li>• Entrepreneurship process</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners brainstorm the differences between entrepreneur and entrepreneurship.</li> <li>• In groups, let the learners discuss the qualities of a good entrepreneur and make a presentation.</li> <li>• Lead the learners in a guided discussion on the</li> </ul>

Competences	Content	Teaching and Learning Strategies
entrepreneurs in the community. <ul style="list-style-type: none"> <li>describes entrepreneurship process.</li> <li>identifies the barriers to entrepreneurship development.</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to entrepreneurship development</li> </ul>	types and roles of entrepreneurs in the community. <ul style="list-style-type: none"> <li>Illustrate the process followed by entrepreneurs to create business.</li> <li>Guide the learners on the barriers to entrepreneurship development.</li> </ul>

### Assessment Strategy

Give the learner group work to discuss the characteristics and qualities of a good entrepreneur.

### Teaching and learning Resources

- Business magazines
- Computer
- Internet
- Flip charts/Flip stand
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

## Sub-module 2: Creativity and Innovation

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>distinguishes between creativity and innovation.</li> <li>demonstrates the characteristics of a creative person.</li> </ul>	<ul style="list-style-type: none"> <li>Distinction between creativity and innovation</li> <li>Characteristics of a creative person</li> <li>Types of innovation</li> </ul>	<ul style="list-style-type: none"> <li>Let the learners brainstorm the differences between creativity and innovation.</li> <li>Give the learners the task to research the</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>• analyses the types and causes of innovation.</li> <li>• identifies barriers to creative and innovation thinking.</li> <li>• justifies the benefits of innovation to small businesses.</li> <li>• generates business ideas for setting up a business.</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of innovation</li> <li>• Characteristics of innovative people</li> <li>• Barriers to creative and innovation thinking</li> <li>• Benefits of innovation to small business</li> <li>• Sources of business ideas</li> </ul>	characteristics of creative and innovative persons. <ul style="list-style-type: none"> <li>• Lead the learners in a guided discussion on the barriers to creative thinking.</li> <li>• Group the learners to discuss the benefits of innovation in business and make a presentation in class.</li> <li>• Guide the learners in a brainstorming session on the sources of business ideas.</li> </ul>

### Assessment Strategy

- i) In groups, task the learner to discuss barriers to creativity and how to overcome them.
- ii) Give the learner homework to discuss the characteristics of an innovative person.

### Teaching and Learning Resources

- Business magazines
- Computer
- Internet
- Flip charts /Stand
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences



## Sub-module 3: Business Opportunities

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>identifies business opportunities.</li> <li>screens business opportunities to select the most appropriate.</li> <li>analyses the forms of businesses.</li> <li>sets up a business based on the analysis and decisions made.</li> <li>looks out for causes of businesses success/failure.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying business opportunities</li> <li>Screening business opportunities</li> <li>Forms of business ownership (sole proprietorship and partnership)</li> <li>Establishing a business</li> <li>Reasons for success/failure of businesses</li> </ul>	<ul style="list-style-type: none"> <li>Assign the learners to identify business opportunities in their community.</li> <li>Let learners make presentation of the identified business opportunities so as to screen out the most viable ones.</li> <li>Let the learners discuss the requirements for starting up a business.</li> <li>Lead the learners in a guided discussion on the forms of business ownership.</li> </ul>

### Assessment Strategy

- i) Let the learner discuss the different forms of business ownership.
- ii) Give the learner assignment on the causes of business success and failure.

### Teaching and Learning Resources

- Business magazines
- Computer
- Internet
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

## Sub-module 4: Small Scale and Medium and Enterprises (SMEs)

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the sources of business idea.</li> <li>observes the characteristics of SMEs and their sources of capital.</li> <li>analyses the challenges faced by SMEs and the remedies to the challenges.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of SME</li> <li>Sources of business ideas</li> <li>characteristics of small scale enterprises</li> <li>Sources of capital for small scale enterprises</li> <li>Importance of small scale businesses</li> <li>Challenges faced by small scale businesses in Uganda</li> <li>Remedies to the challenges</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learners in a discussion on the sources of business ideas.</li> <li>Let the learners brainstorm the characteristics of small scale enterprises.</li> <li>Lead the learners in a guided discussion on the sources of capital for small scale enterprises.</li> <li>Give the learners assignment to research the challenges faced by small scale enterprises and suggest remedies to the challenges identified.</li> </ul>

### Assessment Strategy

Organise a field study on the characteristics and challenges faced by small and medium enterprises.

### Teaching and Learning Resources

- Business magazines
- Computer
- Internet
- Flip charts/stands
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications

- Journal articles
- Newspaper articles
- Proceedings of conferences

## Sub-module 5: Business Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• makes a business plan.</li> <li>• justifies the importance of a business plan.</li> <li>• identifies the challenges involved in making a business plan.</li> <li>• observes the role of government in entrepreneurship development.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of a business plan</li> <li>• Uses of a business plan</li> <li>• Mobilising business resources</li> <li>• Challenges of planning a business</li> <li>• Government role in entrepreneurship development</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate to the learners the different structures of a business plan.</li> <li>• Ask the learners to draw a business plan for their projects.</li> <li>• Let learners make presentations in class on the challenges encountered in preparing a business plan.</li> <li>• Lead the learners in a guided discussion on the role of government in entrepreneurship development.</li> </ul>

### Assessment Strategy

Task the learner to prepare a simple business plan.

### Teaching and Learning Resources

- Samples of business plans
- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 6: Managing a Business

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>scans the environment within which to run a business.</li> <li>identifies the risks involved in managing a business.</li> <li>sets measures to sustain competition in business.</li> <li>exhibits good leadership skills to promote implementation of business plans.</li> </ul>	<ul style="list-style-type: none"> <li>Business environment</li> <li>Business risks</li> <li>Sustaining competitiveness of a business</li> <li>Leadership and motivation in a business</li> </ul>	<ul style="list-style-type: none"> <li>Lead the learners in a discussion on how to manage a business in a changing environment.</li> <li>Invite an industrialist to guide the learners on the risks involved in business and how to sustain competitiveness.</li> <li>Demonstrate the best leadership styles for the learners to emulate.</li> </ul>

### Assessment Strategies

Give the learners:

- i) assignment to describe the macro and micro business environment.
- ii) homework to analyse the leadership styles, power and motivation of an entrepreneur.

### Teaching and Learning Resources

- Business magazines
- Computer
- Internet
- Flip charts/stand
- Marker pens
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

## Sub-module 7: Entrepreneurship Ethics

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• appreciates the importance of entrepreneurship ethics.</li> <li>• identifies the roles of ethics in entrepreneurship.</li> <li>• describes the ethical challenges facing entrepreneurs.</li> <li>• identifies solutions to ethical challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to entrepreneurship ethics</li> <li>• Importance of entrepreneurship ethics</li> <li>• Ethical challenges facing entrepreneurs</li> <li>• Solution to ethical challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners in a group discussion on the importance and roles of ethics in entrepreneurship.</li> <li>• Guide the learners in a brainstorming session on ethical challenges facing entrepreneurs and how to overcome them.</li> </ul>

### Assessment Strategy

In groups, task the learner to discuss the importance and role of ethics in entrepreneurship.

### Teaching and Learning Resources

- Business magazines Computer
- Internet
- Flip charts/stand
- Marker pens
- Compendiums about entrepreneurs
- Free publicity and promotional materials
- Government publications
- Journal articles
- Newspaper articles
- Proceedings of conferences

### Suggested References

- Brychan, T., Miller, C. & Lyndon, M. (2011). Innovation and Small Businesses, Vol.1. London, BookBoon Publishers.
- Greg, B. (2006), Six Sigma for Small Business. Texas, Entrepreneur Press.
- Srivastava S.B. (2001). A Practical Guide to Industrial Entrepreneurs. New Delhi, Sultan Chand & Sons.

## NCGC 126: Real-Life Project 2

Duration: 60 Hours

### Module Overview

The module is intended to develop the learner's skills and abilities to create awareness for the goods / services of the started project. This will involve implementing the plans created in project 1 as the business runs. A series of planning and management processes shall be undertaken to monitor, control and maintain the deliverables as the project records achievements and all transactions observed.

### Learning Outcomes

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

- i) apply classroom knowledge proactively in a real-life money generating activity.
- ii) promote the guidance and counselling services.
- iii) provide guidance and counselling services to clients satisfactorily.

### Project Implementation

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• creates awareness of the nature of services.</li> <li>• provides the required service.</li> <li>• records the project activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Creating awareness</li> <li>• Acquiring resources</li> <li>• Maintaining records</li> <li>• Managing a project</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners to record every project activities.</li> <li>• Guide the learners on how to manage a business.</li> <li>• Supervise the learners handling customers.</li> </ul>
<b>Sample Groups for the Project</b> <ul style="list-style-type: none"> <li>• Housemaids</li> <li>• Students</li> <li>• Street children</li> </ul>		

- Single mothers / fathers
- Childless mothers / fathers
- The parentless
- The sick
- Widows
- School dropouts
- Co-wives
- The jobless
- The unmarried
- Newly married
- Unhappy families
- Uncircumcised
- The indebted
- The bereaved
- Lost property
- Frustrated
- About to retire / retired from jobs
- Funeral / party services

### **Assessment Strategy**

Assess the learner on a continuous basis as he/she implements the real-life project

### **Teaching and Learning Resources**

- Gloves
- Aprons
- Guiding rules

## Detailed Description of Year 2

### Semester 1

### NCCH 211: Community Based Healthcare

Duration: 60 Hours

#### Module Overview

This module is designed to equip the learner with skills and knowledge to help the community improve on their healthcare as individuals, families and communities. Its emphasis is basically on healthy living.

#### Learning Outcome

By the end of this module, the learner should be able to provide community health assistance for a healthy living.

### Sub-module 1: Concepts of Community Based Healthcare

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines community based healthcare.</li> <li>analyses the importance of community based healthcare.</li> <li>observes the stages of community based healthcare.</li> <li>applies the principles of community based healthcare.</li> </ul>	<ul style="list-style-type: none"> <li>Meaning of community based healthcare</li> <li>Importance of community based healthcare</li> <li>Stages of community based healthcare</li> <li>Principles of community based</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners to discuss the importance of community based healthcare.</li> <li>Demonstrate the stages of community based healthcare.</li> <li>Lead the learners in a guided discussion on the principles of community based healthcare.</li> </ul>



	healthcare	
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### Assessment Strategy

- Assign the learner to discuss the importance of community based healthcare.

### Teaching and Learning Resources

- Healthcare handbooks
- Computer
- Charts
- Documentary

## Sub-module 2: Reproductive Health

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• analyses the reproductive system of a human being.</li> <li>• observes the reproductive rights.</li> <li>• controls contraction of sexually transmitted diseases.</li> </ul>	<ul style="list-style-type: none"> <li>• Reproductive system</li> <li>• Reproductive rights</li> <li>• Sexually transmitted diseases and their control.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners through an illustration on the reproductive system of human beings.</li> <li>• Group the learners and task them to discuss the different sexually transmitted diseases and how to mitigate their contraction.</li> </ul>

### Assessment Strategy

Give the learner homework to discuss control measures to sexually transmitted diseases.

### Teaching and Learning Resources

- Chart of the reproductive system
- Condoms

## Sub-module 3: Family Planning

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the family planning methods.</li> <li>observes the reasons for family planning.</li> <li>analyses the factors that affect implementation of family planning.</li> <li>dispels the myths about family planning and change peoples' attitude.</li> <li>identifies the materials used in family planning.</li> <li>observes the community leaders' roles in the implementations of family planning.</li> </ul>	<ul style="list-style-type: none"> <li>Family planning methods</li> <li>Reasons for family planning</li> <li>Factors that affect implementation of family planning</li> <li>Materials used in family planning</li> <li>Role of community leaders in implementing family planning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate to the learners the different family planning methods.</li> <li>Guide the learners to discuss the reasons for and come up with ways of promoting family planning in the community.</li> <li>Group the learners and task them to analyse factors that affect implementation of family planning.</li> <li>Demonstrate the application of family planning materials.</li> <li>Invite a health worker to guide the learners on the roles of community leaders in implementing family planning in the communities.</li> </ul>

### Assessment Strategy

Assign the learner to discuss the myths about family planning and how curb them.

### Teaching and Learning Resources

- Contraceptives
- Coil

- Pills

## Sub-module 4: Community Sanitation

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• promotes water source protection and safe water use in the community.</li> <li>• observes proper use of public places of convenience.</li> <li>• promotes feeder roads maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• Water source protection and use</li> <li>• Public places of convenience</li> <li>• Green environment and disease control</li> <li>• Feeder roads maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Take the learners on a study tour to a nearby well and guide them through practice to protect water from contamination.</li> <li>• Guide the learners to brainstorm public toilets practices in their community.</li> <li>• Lead the learners in a guided discussion on the role played by the green environment and disease control in human life.</li> <li>• Guide the learners through practice to maintain the road that connects to their training institute.</li> </ul>

### Assessment Strategy

Give the learner an assignment to demonstrate sensitisation exercise on the protection and safe water usage.

### Teaching and Learning Resources

- Gloves
- Hoes
- Gum boots
- Spades
- Disinfectants
- Brushes
- Water

- Slashers

## Sub-module 5: Eating Habits

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies the foods commonly consumed in his/her community.</li> <li>• identifies the food value contained in different foods.</li> <li>• promotes eating of a balanced diet for better health.</li> <li>• analyses the digestive system and how it functions.</li> <li>• avoids unhealthy eating habits to mitigate their negative effects on health.</li> </ul>	<ul style="list-style-type: none"> <li>• Common foods in our communities</li> <li>• Types of food values and their purpose in the body</li> <li>• Balanced diet</li> <li>• Digestive system and metabolism</li> <li>• Bad eating habits and their dangers</li> </ul>	<ul style="list-style-type: none"> <li>• Task the learners to carry samples of the foods commonly consumed in their home for study purposes.</li> <li>• Display variety of foods for the learners to identify the food values in them.</li> <li>• Guide the learners through practice to prepare balanced diet meals.</li> <li>• Demonstrate the function of the digestive system.</li> <li>• Group the learners to role-play the bad eating habits and their dangers.</li> </ul>

### Assessment Strategy

Give the learner assignments to discuss healthy eating habits and how to promote them in his / her community.

### Teaching and Learning Resources

- Various foods
- Pictures of poor health people due to poor eating habits
- Documentary

## Sub-module 6: Physical Fitness

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines physical fitness.</li> <li>• demonstrates physical exercises that are fit for a healthy living.</li> <li>• justifies the importance of physical exercises to the body.</li> <li>• performs physical exercises for the different parts of the body.</li> <li>• justifies the effects of physical exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of physical fitness</li> <li>• Type of physical exercises for body rehabilitation</li> <li>• Purpose of physical exercises</li> <li>• Physical exercises for stomach, back, legs, neck, head, chest</li> <li>• Effects of physical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Take the learners to a gymnasium to get exposed and have practice in physical exercises for the body.</li> <li>• Lead the learners in a brainstorming session on the purpose of physical exercises to human body.</li> <li>• Let the learners demonstrate physical exercises for the different parts of the body.</li> <li>• Lead the learners in a guided discussion on the effects of physical exercises.</li> </ul>

### Assessment Strategy

Give the learner the task to demonstrate the physical exercises of his / her choice and give a report of his / her experiences thereafter.

### Teaching and Learning Resources

Local items used for exercise such as:

- Balls
- Ropes
- Mats

### Suggested References

Yeomans, S. G. & Liebenson, C. (1996). Functional Capacity Evaluation and Chiropractic Case Management. Topics ClinChiro.

## NCGC 212: Legal and Policy Framework of Guidance and Counselling

Duration: 45 Hours

### Module Overview

Guidance and counselling world over must be done within the established legal and policy framework. The module is therefore intended to acquaint the learner with the existing laws and regulations that govern guidance and counselling.

### Learning Outcomes

By the end of this course, learners should be able to:

- i) adhere to the set standards stipulated for guidance and counselling
- ii) transform lives of people in all aspects.

### Sub-module 1: Introduction to Counselling Legal Framework

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• observes the nature of counselling framework.</li> <li>• identifies the sources of counselling laws.</li> <li>• observes the statutory regulations of counselling.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature of counselling framework</li> <li>• Sources of counselling laws</li> <li>• Statutory regulations of counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Guide the learners through discussions on the nature of counselling framework.</li> <li>• Lead the learners in a guided discussion on the sources of counselling law.</li> <li>• Guide the learners in a brainstorming session on the statutory regulations of counselling.</li> </ul>

## Assessment Strategy

Give the learner assignments to research the sources of counselling law in Uganda.

## Teaching and Learning Resources

- Computer
- Internet
- Flip charts/stand
- Marker pens
- Statutory regulations of counselling

## Sub-module 2: Administration of Law in Uganda

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• illustrates the legal procedures followed in handling business issues.</li> <li>• describes the composition of the different courts and the powers of their jurisdictions.</li> </ul>	<ul style="list-style-type: none"> <li>• Court system and hierarchy</li> <li>• Composition and jurisdiction of different courts</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners brainstorm the powers and jurisdiction of each court.</li> <li>• Illustrate the procedure followed in handling cases.</li> </ul>

## Assessment Strategy

Give the learner task to illustrate the court system and hierarchy in Uganda.

## Teaching and Learning Resources

- Computer
- Internet
- Flip charts/stand
- Marker pens
- Statutory regulations of counselling

## Sub-module 3: Legal and Justice Systems

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>analyses the status and problem of the person to be counselled.</li> <li>sets strategies for counselling different categories of people.</li> </ul>	<ul style="list-style-type: none"> <li>Minors</li> <li>Persons of unsound mind</li> <li>Severely disturbed persons</li> <li>The married women</li> </ul>	<ul style="list-style-type: none"> <li>Guide the learners through practice to counsel different categories of individuals.</li> <li>Group the learners to role-play the counselling of minors, women, persons of unsound mind, and severely disturbed persons.</li> </ul>

### Assessment Strategy

Assess the learner in a role-play on the counselling tactics for different people.

### Teaching and Learning Resources

- Computer
- Constitution
- Government standing orders
- Internet
- Flip charts/stand
- Marker pens



## Sub-module 4: Law of Contract

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines contract</li> <li>• analyses the importance of Contract.</li> <li>• identifies the forms and types of contracts.</li> <li>• observes the exclusion clauses of a contract.</li> <li>• executes the essential elements of a valid contract.</li> <li>• discharges the counselling contract following the recommendations by law.</li> <li>• sets mitigation measures for breach of counselling contract.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition and nature of a contract</li> <li>• Purpose and importance of the contract</li> <li>• Forms of contracts</li> <li>• Exclusion clauses</li> <li>• Essential elements of a valid contract</li> <li>• Discharge/termination of counselling services</li> <li>• Remedies for breach of a contract</li> </ul>	<ul style="list-style-type: none"> <li>• Task the learners to define the term contract.</li> <li>• Guide the learners to identify the importance of signing a contract.</li> <li>• Lead the learners in a brainstorming session on the forms of contracts.</li> <li>• Group the learners to discuss the elements of a valid contract.</li> <li>• Use a case study to guide the learners on the factors that lead to breach of a counselling contract.</li> <li>• Lead the learners in a guided discussion on the circumstances under which a counselling contract may be terminated.</li> </ul>

### Assessment Strategies

Test learners on the:

- i) essentials of a valid contract.
- ii) remedies for breach of contract.

### Teaching and Learning Resources

- Computer
- Constitution
- Government standing orders
- Internet

- Flip charts/stand
- Marker pens

## Sub-module 5: Ethical Standards for the Counsellor

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• creates rapport with the counselee.</li> <li>• observes the norms for individual and group counselling.</li> <li>• handles counselee complaints.</li> <li>• acts in accordance with the counselling standards and regulations.</li> <li>• avoids inappropriate counselling actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Counsellor/ counselee relationship</li> <li>• Individual counselling</li> <li>• Group counselling</li> <li>• Counselee complaints</li> <li>• Counselling standards</li> <li>• Inappropriate counselling activities</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the relationship between a counsellor and a counselee.</li> <li>• Group the learners to role-play individual and group counselling.</li> <li>• Guide the learners through practice on how to handle counselee complaints.</li> <li>• Guide the learners in a discussion on the importance of observing counselling standards.</li> <li>• Guide the learners to discuss the inappropriate counselling actions and how to avoid them.</li> </ul>

### Assessment Strategies

Task the learner to role-play:

- the counselling of individuals and groups.
- handling of counselee complaints.

### Teaching and Learning Resources

- Computer
- Constitution
- Government standing orders
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 6: Dispute Resolution

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• selects the method for solving disputes.</li> <li>• follows the right procedures to resolve disputes.</li> <li>• solves disputes without going to court.</li> </ul>	<ul style="list-style-type: none"> <li>• Methods of dispute resolution</li> <li>• Procedure of dispute resolution</li> <li>• Alternative dispute resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Give the learners dispute cases to analyse and make presentations in class.</li> <li>• Let the learners demonstrate understanding of dispute resolution through role-play.</li> </ul>

### Assessment Strategy

Let the learner:

- i) discuss the methods of dispute resolution in Uganda.
- ii) describe the procedures for dispute resolution.

### Teaching and Learning Resources

- Computer
- Constitution
- Government standing orders
- Internet
- Flip charts/stand
- Marker pens

### Suggested References

Bakibinga, D. (2006). Law of Contract in Uganda. Kampala, Professional Publisher and Consultant Ltd.

## NCFM 213: Fundamentals of Management

Duration: 75 Hours

### Module Overview

The module will equip the learner with skills in management practices, emphasizing on functions of motivating, planning, organising, leading, and controlling. It aims at providing the learner with fundamental skills of working with and through other people by coordinating activities in order to accomplish set goals.

### Learning Outcome

By the end of this course, the learner should be able to demonstrate managerial skills to coordinate and integrate work activities with the use of human, machine and material resources.

### Sub-module 1: Introduction to Management

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
<b>The learner:</b> <ul style="list-style-type: none"> <li>defines management.</li> <li>identifies characteristics of good management.</li> <li>performs the managerial roles.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of management</li> <li>Characteristics of good management</li> <li>Managerial roles</li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on the purpose and characteristics of management.</li> <li>Task learners to identify the major roles of a business manager.</li> </ul>

### Assessment Strategy

Learners make presentations on the roles of Managers

### Teaching and Learning Resources

- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 2 Types of Management

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner exhibits the different types of management skills.	<ul style="list-style-type: none"> <li>• Management by objectives</li> <li>• Management by walking around</li> <li>• Result oriented management</li> </ul>	Demonstrate the different management styles.

### Assessment Strategy

Give learners assignments to research on the different types of management styles and make classroom presentations.

### Teaching and Learning Resources

- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 3: Planning

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• justifies the purpose of planning.</li> <li>• plans how to run the organisation.</li> <li>• describes principles and procedure of planning.</li> <li>• identifies benefits and limitations of planning.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of planning</li> <li>• Types of plans</li> <li>• Principles of effective planning</li> <li>• Planning procedure</li> <li>• Benefits and Limitations of planning</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate the steps of planning.</li> <li>• Ask learners to draft plans for their future businesses.</li> <li>• Let learners discuss the benefits and limitations of planning.</li> </ul>

## Assessment Strategy

Task a learner to explain what his or her roles would be if he/she was appointed.

## Teaching and Learning Resources

- Sample business plans
- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 4: Organising

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• justifies the purpose of organising.</li> <li>• identify the types of organisations.</li> <li>• draws the organisational structures.</li> <li>• sets measures to mitigate challenges in organising.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of organising at the workplace</li> <li>• Types of organisations</li> <li>• Organisational structure</li> <li>• Challenges in organising</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss with learners the purpose of organising.</li> <li>• Illustrate the organisational structure.</li> <li>• Let learners discuss the challenges of organising.</li> </ul>

## Assessment Strategy

Give learners a test on the importance of delegating authority.

## Teaching and Learning Resources

- Sample of organisational structure
- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 5: Staffing

Duration: 10 Hours

Competences	Content	Teaching and learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines staffing.</li> <li>• sets the procedure for acquiring new staff.</li> <li>• observes the importance of staff at workplace.</li> <li>• sets mitigation measures to challenges in staffing.</li> </ul>	<ul style="list-style-type: none"> <li>• Procedure for staffing (Recruiting and selection, induction, motivation)</li> <li>• Importance of staffing at workplace</li> <li>• Challenges in staffing</li> </ul>	<ul style="list-style-type: none"> <li>• Illustrate the procedure for obtaining staff in an organisation.</li> <li>• Guide a discussion on the importance of staffing at workplace.</li> <li>• Guide a brainstorming session on the challenges in staffing.</li> </ul>

## Assessment Strategies

- Assign learners to describe the process of staffing.
- Task learners to identify indicators of a motivated staff and non-motivated staff.

## Teaching and Learning Resources

- Human Resource manuals
- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 6: Leadership

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• analyses the purpose of leading.</li> <li>• describes the leadership styles.</li> <li>• exhibits the qualities of a good leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of leadership</li> <li>• Importance of leading at workplace</li> <li>• Leadership styles</li> <li>• Qualities of a good leader</li> <li>• Challenges of leading</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks learners to define leadership.</li> <li>• Lead a guided discussion on the importance of leadership.</li> <li>• Lead a brainstorming session on qualities of a good leader.</li> <li>• Demonstrate the different leadership styles for learners to emulate.</li> <li>• Lead a guided discussion on the challenges faced in leadership.</li> </ul>

### Assessment Strategy

Give learners a test on the qualities of a good leader.

### Teaching and Learning Resources

- Computer
- Internet
- Flip charts/stand
- Marker pens

## Sub-module 7: Controlling

Duration: 10 Hours

Competences	Content	Teaching and learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines controlling.</li> <li>• analyses the importance of controlling at work place.</li> <li>• identifies the challenges of controlling work</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of controlling</li> <li>• Importance of controlling at workplace</li> <li>• Challenges of controlling</li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm the meaning of controlling.</li> <li>• Leads a discussion on the importance of controlling at workplace.</li> <li>• Let learners discuss in groups the challenges of</li> </ul>



Competences	Content	Teaching and learning Strategies
activities.		controlling work.

### Assessment Strategy

Give learners a test on the importance of controlling at work place,

### Suggested References

- Abuthahir, A. S.M.S (2014). Management Theory and Practice. New Delhi, Nmims Global access School for Continuing Education.
- Balunywa, W. (2006). Business Administration. 6th edn: Kampala, The Rising Sun Publishers.
- Balunywa, W. (2007). Handbook of Business Management. Kampala, The Rising Sun Publishers.
- Duening, T. N., Ivancevich, J. M. B. (2009). Management Principle and Guideline.
- Harold K. H., and Cannice, M. V, Management. 13th edn: McGraw Hill.
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- Peter, F. Drucker. The Practice of Management. Madras, Allied Publishers Pvt. Limited
- Sr. Baijumoni, P., Sr. Ottuparammal, V., Sr T.H Jahfahali & Venugopalan (2011). Management Concepts and Business Ethics Department of Commerce. Madappally, Govt. College.

## NCSW 214: Basic Sociology

Duration: 30 Hours

### Module Overview

This module introduces the learner to the knowledge of human social life and its application. The learner will acquire skills of social behaviour as an individual, in groups, and structures to the pursuit and provisions of social services to benefit the general society.

### Learning Outcome

By the end of this module, learners shall be able to:

- i) analyse the behaviour of a given society.
- ii) live in a social life with others.

### Sub-module 1: Introduction to Sociology

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines sociology</li> <li>• describes the origin of sociology.</li> <li>• analyses the sociological perspectives.</li> <li>• appreciates the importance of sociology.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of sociology</li> <li>• Origin of sociology</li> <li>• Sociological perspectives</li> <li>• Importance of sociology</li> </ul>	<ul style="list-style-type: none"> <li>• Task learners to define sociology.</li> <li>• Lead a guided discussion on the origin of sociology.</li> <li>• Group learners to discuss sociological perspectives and make presentations.</li> <li>• Assign learners to discuss the relevance of sociology in relation to social work.</li> </ul>

### Assessment Strategy

Assign learners to analyse the importance of sociology in human life.

### Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/Videos

## Sub-module 2: Society and Socialisation

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines society.</li> <li>• identifies the elements of society.</li> <li>• distinguishes between society and community.</li> <li>• adheres to the community's socialisation procedures.</li> <li>• lives in harmony with other members of the society.</li> <li>• observes the challenges in socialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• The society</li> <li>• Elements of society</li> <li>• Difference between society and community.</li> <li>• Socialisation process</li> <li>• Man as a social animal</li> <li>• Challenges encountered in socialisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm on the meaning of society.</li> <li>• Guide learners to discuss the elements of society.</li> <li>• Lead a brainstorming session on the differences between society and community.</li> <li>• Demonstrate to learners the socialization process. Group learners to discuss the statement that 'Man is a social animal'.</li> <li>• Guide a discussion on the challenges experienced in socialisation.</li> </ul>

### Assessment Strategy

Give learners homework to discuss the statement that man is a social animal and make classroom presentations.

### Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/Videos

## Sub-module 3: Family and Marriage

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines family and marriage, and the relationship between the two.</li> <li>describes the nature and origins of families.</li> <li>justifies the role of family in society.</li> <li>identifies the types of marriages</li> <li>justifies the role of marriage in society.</li> <li>analyses the way unmarried people are viewed in society.</li> </ul>	<ul style="list-style-type: none"> <li>Definitions of family and marriage.</li> <li>Relationship between family and marriage.</li> <li>Nature of families</li> <li>Origin of family</li> <li>Roles of family in society.</li> <li>Types of marriages</li> <li>Roles of marriages in society.</li> <li>Unmarried adults and the way society views them</li> </ul>	<ul style="list-style-type: none"> <li>Task learners to brainstorm the meanings of family and marriage.</li> <li>Group learners to brainstorm the origin of family, marriage, types of marriage and make presentations</li> <li>Guide learners to discuss the forms of marriage, identify themselves with different forms of marriages and make presentations.</li> </ul>

### Assessment Strategy

Test learners on the:

- i) relationship between family and marriage.
- ii) roles of family in society.
- iii) role of marriage in society.

### Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/videos

## Sub-module 4: Social Institutions

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>identifies the social institutions.</li> <li>promotes social institutions</li> <li>describes how social institutions affect socialisation.</li> </ul>	<ul style="list-style-type: none"> <li>Family</li> <li>Religion</li> <li>Politics</li> <li>Economy</li> </ul>	<ul style="list-style-type: none"> <li>Lead a guided discussion on the forms of social institutions.</li> <li>Let learners discuss in groups how social institutions affect socialisation.</li> </ul>

### Assessment Strategy

Assign learners to discuss how social institutions promote socialisation.

### Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/Videos

## Sub-module 5: Social Rights

Duration: 4 Hours

Competencies	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>respects self and others.</li> <li>observes self-direction and progress.</li> <li>commands right to privacy and confidentiality.</li> <li>makes own choices.</li> </ul>	<ul style="list-style-type: none"> <li>Right to respect and dignity</li> <li>Right to self-direction and development</li> <li>Right to privacy/confidentiality</li> <li>Right of choice</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners through practice to respect themselves and other people of the community.</li> <li>Guide learners to develop self-direction in whatever they do.</li> <li>Let learners demonstrate the right to privacy and confidentiality.</li> <li>Lead a guided discussion on the right of choice.</li> </ul>

## Assessment Strategy

Give learners tasks to demonstrate the rights to respect, self-direction, privacy, and choice.

## Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/videos

## Sub-module 6: Social Inequalities and Social Change

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies the different statures and social inclusions.</li> <li>• empowers women to mitigate gender inequalities.</li> <li>• promotes collective behaviours to enhance harmonious existence among people.</li> <li>• applies various forms of social control to promote order in communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Stratification</li> <li>• Gender inequalities</li> <li>• Ethnicity</li> <li>• Collective behaviours</li> <li>• Social movement</li> <li>• Social control</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to define stratification.</li> <li>• Guide learners to demonstrate gender equality in community activities.</li> <li>• Group learners to role play collective behaviour.</li> <li>• Lead a brainstorming session on social movement and control.</li> </ul>

## Assessment Strategies

Assign learners to demonstrate the impact of social inequalities in human relations and suggest ways to cause social change in their area.

## Teaching and Learning Resources

- Sociology handbooks and manuals
- Charts
- Documentary
- Films/Videos

## Suggested References

- Pearce, N. and Taylor, E. (2013). Government Spending and Welfare. Changing Attitudes towards the Role of the State. In: Park, A., Bryson C., Clery, E., Curtice, J. and Phillips, M. (eds) British Social Attitudes: the 30th Report. London, NatCen Social Research.
- Rowlingson, K., Orton, M. and Taylor, E. (2010). Do we still care about inequality? In: Park, A., Bryson C., Clery, E., Curtice, J. and Phillips, M. (eds) British Social Attitudes: Exploring Labour's Legacy, the 27th Report. London, NatCen Social Research/Sage.
- Shildrick, T. and MacDonald, R. (2013) Poverty Talk: How People Experiencing Poverty Deny their Poverty and Why they Blame 'The Poor'. *The Sociological Review* 61(2): 285- 303.
- Skeggs, B. (1997). *Formations of Class and Gender*. London, Sage.

## NCGC 215: Fundamentals of Interpersonal Relationship

Duration: 75 Hours

### Module Overview

This module is designed to equip the learner with practical interpersonal skills and its application to the pursuit, association and acquaintance between two or more people based on love, inference and solidarity. The context varies from family or kinship to friendship, work, clubs, neighbourhood and places of worship.

### Learning Outcomes

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

- i) build interpersonal relationship with other people.
- ii) handle interpersonal conflicts among people.

### Sub-module 1: Introduction to Interpersonal Relationship

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines interpersonal relationship.</li> <li>• applies the concepts of interpersonal relationships.</li> <li>• identifies the types of interpersonal relationships.</li> <li>• categorises the</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of interpersonal relationship</li> <li>• Concepts of interpersonal relationships</li> <li>• Types of interpersonal relationships</li> <li>• Classification of interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Let learners brainstorm on the meaning of interpersonal relationship.</li> <li>• Guide learners to discuss the concepts of interpersonal relationship.</li> <li>• Lead a guided discussion on the types and</li> </ul>



Competences	Content	Teaching and Learning Strategies
international relations. • justifies the importance of interpersonal relationships.	• Relevance of interpersonal relationships	classifications of interpersonal relationships. • Lead a guided discussion on the importance of building interpersonal relationships.

### Assessment Strategies

Give learners assignments to:

- i) discuss the types of interpersonal relationships.
- ii) examine the importance of interpersonal relationships in their communities.

### Teaching and Learning Resource

- Charts
- Computer
- Internet
- Flip charts/stand
- Documentary
- Films/videos

## Sub-module 2: Approaches to Interpersonal Relationships

Duration: 8 Hours

Competences	Content	Teaching and learning Strategies
The learner: • demonstrates the approaches used in	• Indirect approach • Direct	• Guide learners through demonstrations on the different approaches

Competences	Content	Teaching and learning Strategies
interpersonal relationship. • illustrates the stages followed in building interpersonal development.	approach • Eclectic approach • Stages of building interpersonal development	to interpersonal relationship. • Guide learners through illustrations on the stages of building interpersonal development.

### Assessment Strategy

Assign learners to demonstrate the different approaches to interpersonal relationships.

### Teaching and Learning Resources

- Videos/audios
- Internet
- Computer
- Flip Charts/stand
- Marker pens

## Sub-module 3: Principles of Interpersonal Relationship

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• applies the different basic principles to create interpersonal relationships.</li> <li>• analyses the values of interpersonal relationship.</li> <li>• applies various techniques to form interpersonal relationships.</li> <li>• sets measures to control the challenges encountered in interpersonal relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Basic principles of interpersonal relationships</li> <li>• Values of interpersonal relationships</li> <li>• Techniques of interpersonal relationships</li> <li>• Formation of interpersonal relationships</li> <li>• Challenges in forming interpersonal relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a guided discussion on the basic principles of interpersonal relationships.</li> <li>• Group learners and task them to brainstorm on the values of interpersonal relationships.</li> <li>• Group Learners and task them to role-play the formation of interpersonal relationships using different techniques.</li> <li>• Let learners discuss the challenges encountered in interpersonal relationships.</li> </ul>

### Assessment Strategies

Give learners tasks to:

- i) demonstrate the formation of interpersonal relationships.
- ii) discuss ways of mitigating the challenges of forming interpersonal relationships.

### Teaching and Learning Resources

- Film shows on formation of interpersonal relationships
- Flip Charts
- Mark pens
- Computers
- LCD projector
- Internet

## Sub-module 4: Maintaining Interpersonal Relationships

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• analyses the importance of disclosing disturbing issues.</li> <li>• observes the characteristics of self-disclosure.</li> <li>• maintains a good relationship with the family members by sharing some of the disturbing issues.</li> <li>• builds a positive relationship with workmates.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of Self-disclosure.</li> <li>• Characteristics of Self disclosure.</li> <li>• Maintaining positive relationship with family members.               <ul style="list-style-type: none"> <li>- Features of a health family</li> <li>- Sharing information with family members.</li> </ul> </li> <li>• Maintaining positive relationship at the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a guided discussion on the importance and characteristics of self-disclosure.</li> <li>• Guide learners on how to build a positive relationship with the family and workmates</li> <li>• Group learners to role-play self – disclosure.</li> </ul>

### Assessment Strategy

Group learners and assign them tasks to demonstrate positive relationships with family members and at workplace.

### Teaching and Learning Resource

- Video shows on self-disclosure
- Film shows on formation of interpersonal relationships
- Flip Charts
- Mark pens
- Computers
- LCD projector
- Internet

## Sub-module 5: Adolescent Interpersonal Behaviour

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines adolescence.</li> <li>• demonstrates the good adolescence behaviour.</li> <li>• analyses the factors that enhance the relationship between adolescents, parents, and the teachers.</li> <li>• sets strategies to promote social and thinking skills of adolescents.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of adolescence</li> <li>• Understanding the adolescent behaviour</li> <li>• Factors that enhance relationship between adolescents, parents, and teachers</li> <li>• Social and thinking skills of adolescents</li> </ul>	<ul style="list-style-type: none"> <li>• Task learners to brainstorm the meaning of adolescence.</li> <li>• Guide learners to demonstrate the good adolescence behaviour.</li> <li>• Guide a discussion on the factors that enhance relationship between adolescents, parents, and the teachers.</li> <li>• Illustrate the strategies for promoting social and thinking skills of adolescents.</li> </ul>

### Assessment Strategy

Assign learners to discuss factors that enhance the relationship between adolescents and their parents and Teachers.

### Teaching and Learning Resources

- Internet
- Film shows on formation of interpersonal relationships
- Flip Charts
- Mark pens
- Computers
- LCD projector

## Sub-module 6: Interpersonal Relationship in Organisations

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>interacts with other members within the organisation.</li> <li>identifies the factors that influence selection for relationship.</li> <li>rates other members of the organisation with respect.</li> <li>mitigates interpersonal conflicts among members of the same organisation.</li> </ul>	<ul style="list-style-type: none"> <li>Basic Human interactions</li> <li>Factors that influence selection for relationship</li> <li>Valuing employees</li> <li>Interpersonal conflicts:               <ul style="list-style-type: none"> <li>Behavioural problems</li> <li>Cultural barriers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group learners and task them to demonstrate the basic human interaction behaviour.</li> <li>Lead a guided discussion on the factors that influence selection for relationship.</li> <li>Lead a brainstorming session on the importance of valuing employees' roles.</li> <li>Guide a discussion on the causes of interpersonal conflicts among people.</li> </ul>

### Assessment Strategy

Assign learners to:

- i) role play human interactions.
- ii) discuss the causes of interpersonal conflicts in their communities and suggest ways of solving them.

### Teaching and Learning Resources

- Internet
- Film shows on formation of interpersonal relationships
- Flip Charts
- Mark pens
- Computers
- LCD projector

## Sub-module 7: Interpersonal Attraction and Development

Duration: 8 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines interpersonal attraction.</li> <li>• relates attraction and love.</li> <li>• analyses the attractions that lead to love.</li> <li>• identifies the importance of being in love.</li> <li>• mitigates the factors that lead to breakage of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of interpersonal attraction</li> <li>• Love and attraction</li> <li>• Determinants of love</li> <li>• Importance of love</li> <li>• Breaking up in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a brainstorming session on the meaning of interpersonal attraction.</li> <li>• Guide a discussion on the relationship between love and attraction.</li> <li>• Let learners brainstorm the determinants and importance of love among people.</li> <li>• Lead a guided discussion on the factors that lead in breakage of relationships.</li> </ul>

### Assessment Strategy

Assign learners to discuss the relationship between love and attraction.

### Teaching and Learning Resources

- Videos/film shows on interpersonal attractions
- Flip Charts
- Mark pens
- Computers
- LCD projector

## Sub-module 8: Group Processes

Duration: 14 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines group.</li> <li>• identifies the types of groups.</li> <li>• describes the process followed in developing of groups.</li> <li>• analyses the characteristics of a particular group.</li> <li>• identifies characteristics of a group.</li> <li>• promotes the functioning of a group.</li> <li>• sets measures to control the challenges faced by groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of group</li> <li>• Types of groups:               <ul style="list-style-type: none"> <li>- Informal groups</li> <li>- Formal groups</li> </ul> </li> <li>• Process of group development</li> <li>• Characteristics of a group</li> <li>• Functions of groups</li> <li>• Challenges of groups</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners through demonstration on the meaning of group.</li> <li>• Guide a discussion on the types of groups.</li> <li>• Demonstrate the process for forming groups.</li> <li>• Guide learners through practice on the characteristics of groups.</li> <li>• Group learners and task them to demonstrate the functions of groups.</li> <li>• Lead a guided discussion on the challenges that face groups and control measures that can be undertaken.</li> </ul>

### Assessment Strategy

Group learners and give them assignments research on the types of groups and state the advantages and challenges encountered in their group work.

### Teaching and Learning Resources

- Video/film shows on group work
- Flip Charts
- Mark pens
- Computers
- LCD projector



## **Suggested References**

- Adegoke, A. A. (2011). *Helping Professions in Africa*. University of Ilorin press.
- Devito, J. A. (2004). *The Interpersonal Communication Book*. 10th edn. Boston, Pearson- Allyn & Bacon.
- Saligman, M. (2011). *Flourish, A. visionary New Understanding of Happiness and Well-being*. New York, Free Press.

## NCGC 216: Real Life Project 3

Contact Hours: 60

### Module Overview

The module is intended to enable the learner to improve his/her project operations and expand on their productivity. It will involve application of social skills to add value to the project products/services and attract more customers/clients.

### Learning Outcomes

By the end of the module the learner shall be able to:

- i) coordinate the career planning activity.
- ii) conduct the career session.

## Generation of Value Addition to Products/Services

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategy
The learner: <ul style="list-style-type: none"> <li>• improves product/service quality.</li> <li>• creates product/service distinction.</li> <li>• offers favourable prices.</li> <li>• cuts expenses.</li> <li>• provides outstanding customer care services.</li> </ul>	Emphasis on: <ul style="list-style-type: none"> <li>• Quality Service delivery</li> <li>• Uniqueness of services</li> <li>• Cost management</li> <li>• Customer care</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the project progress.</li> <li>• Supervise the use of assets.</li> <li>• Guide learners through practice to prepare interim financial statements for their projects.</li> </ul>

### Assessment Strategy

Assess learners on:

- i) the quality of services rendered.
- ii) customer care management.

## Detailed Module Description for Year 2 Semester 2

### NCGC 221: Introduction to Industrial Relations

Duration: 75 Hours

#### Module Overview

This module is designed to equip the learner with knowledge and skills in industrial relations. Individuals, groups and institutions are usually bound together in a social relationship in a working environment with social and economic objectives and values that often rhyme, contrast and sometimes contradict in the midst of constantly changing social, economic and political phenomena. The module will acquaint the learner with skills required for employer/employee relationship.

#### Learning Outcomes

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

- i) foster employer – employee relationship in a workplace.
- ii) bargain for fair work terms and conditions.

### Sub -module 1: Introduction to Industrial Relations

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner : <ul style="list-style-type: none"> <li>• defines industrial relations.</li> <li>• explains the importance of industrial relations.</li> <li>• Analyses industrial relations perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of industrial relations</li> <li>• Importance of industrial relations</li> <li>• Role of industrial relations in organisations</li> <li>• Perspectives of industrial relations</li> </ul>	<ul style="list-style-type: none"> <li>• Task learners to define industrial relations.</li> <li>• Group learners and task them to brainstorm the importance of industrial relations and present.</li> <li>• Group learners and let them discuss the perspectives of</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>analyses the challenges encountered in industrial relations.</li> </ul>	<ul style="list-style-type: none"> <li>Challenges encountered in industrial relations</li> </ul>	industrial relation and present. <ul style="list-style-type: none"> <li>Task learners to brainstorm on challenges of industrial relations and present.</li> </ul>

### Assessment Strategy

- Assign learners to discuss the relevance of industrial relations in organisations.

### Teaching and Learning Resources

- Videos shows on employer/employee relationships
- Internet
- Flip Charts
- Mark pens
- Computers
- LCD projector

## Sub-module 2: Conditions for Industrial Relations

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>analyses the factors necessary for industrial relations.</li> <li>identifies the causes of poor industrial relations at workplace.</li> <li>analyses the strategies for improving industrial relations.</li> </ul>	<ul style="list-style-type: none"> <li>Factors that necessitate industrial relations</li> <li>Causes of poor industrial relations</li> <li>Strategies for improving industrial relations at workplace</li> </ul>	<ul style="list-style-type: none"> <li>Group learners and task them to brainstorm on causes of poor industrial relation and present.</li> <li>Task learners to identify the strategies for improving industrial relations at work place and present.</li> </ul>

## Assessment Strategy

Assign learners to identify the strategies for improving industrial relations at workplace.

## Teaching and Learning Resources

- Employment laws
- Labour laws
- Work ethics

## Sub-module 3: Negotiation in Industrial Relations

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• applies the concepts of negotiation.</li> <li>• justifies the importance of negotiating.</li> <li>• demonstrates the negotiation process.</li> <li>• mitigates the challenges of negotiating.</li> </ul>	<ul style="list-style-type: none"> <li>• Concept of negotiation</li> <li>• Importance of negotiating</li> <li>• Negotiation process</li> <li>• Challenges encountered in negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners in a discussion on the benefits of negotiation.</li> <li>• Group learners and task them to role play the negotiation process.</li> <li>• Let learners brainstorm the challenges of negotiating.</li> </ul>

## Assessment Strategy

Assign learners to demonstrate the steps involved in the negotiation process.

## Teaching and Learning Resources

- Videos shows on negotiation
- Internet
- Flip Charts
- Mark pens
- Computers
- LCD projector

## Sub-module 4: Industrial Conflict

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines industrial conflict.</li> <li>identifies the causes of industrial conflict.</li> <li>analyses the effects of industrial relations.</li> <li>suggests measures to prevent industrial conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of industrial conflict.</li> <li>Causes of industrial conflict.</li> <li>Effects of industrial Conflicts.</li> <li>Prevention of Industrial conflict.</li> </ul>	<ul style="list-style-type: none"> <li>Let learners brainstorm the meaning of industrial conflict.</li> <li>Let learners discuss in groups the causes of industrial conflict.</li> <li>Lead a guided discussion on the effects of industrial conflicts.</li> </ul>

### Assessment Strategy

Assign learners to discuss the causes and effects of industrial conflict in workplaces.

### Teaching and Learning Resources

- Film shows on effects of industrial conflict.

## Sub-module 5: Grievances in Organisation

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines grievance.</li> <li>analyses the characteristics of grievances.</li> <li>identifies the causes of grievances.</li> <li>settles grievances among staff.</li> <li>takes disciplinary action on disobedient workers.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of grievances</li> <li>Characteristics of grievances</li> <li>Causes of grievances</li> <li>Grievance handling</li> <li>Disciplinary action in industrial relations</li> </ul>	<ul style="list-style-type: none"> <li>Task learners to brainstorm the meaning and characteristics of grievances in their communities.</li> <li>Lead a guided discussion on the causes of grievances.</li> <li>Group learners to role-play grievance handling.</li> </ul>

## Assessment Strategy

Give learners homework to discuss the causes of grievances and suggest mitigation measures.

## Teaching and Learning Resources

- Videos showing Grievance handling
- Internet
- Flip Charts
- Mark pens
- Computers

## Sub-module 6: Teamwork

Duration: 12 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines teamwork.</li> <li>• describes the team formation process.</li> <li>• identifies the characteristics of effective and non-effective teams.</li> <li>• identifies the strategies for building effective teams.</li> <li>• mitigates ineffective teamwork.</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of teamwork</li> <li>• Team formation process</li> <li>• Characteristics of effective teams</li> <li>• Strategies to building effective teams</li> <li>• Causes of ineffective teams</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a guided discussion on the meaning of teamwork.</li> <li>• Task learners to demonstrate the process of forming teams,</li> <li>• Guide a discussion on the characteristic of effective teams.</li> <li>• Group learners to brainstorm the strategies to building effective teams.</li> <li>• Lead a discussion on the causes and effects of ineffective teams.</li> </ul>

## Assessment Strategy

Test learners on:

- i) qualities of an effective team.
- ii) effects of ineffective teams.

## Teaching and Learning Resources

- Human resource manuals
- Newspapers
- Computer
- internet
- Documentaries

## Sub-module 7: Trade Unions

Duration: 9 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines trade unions.</li> <li>• analyses the purpose for setting up a trade union.</li> <li>• identifies the characteristics of trade unions.</li> <li>• demonstrates the roles played by trade unions in industrial relation.</li> <li>• suggests control measures to challenges faced by trade unions.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of trade unions</li> <li>• Purpose of trade unions</li> <li>• Characteristics of trade unions</li> <li>• Roles of trade unions in industrial relations</li> <li>• Challenges of trade unions.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners on the meaning and purpose of trade unions.</li> <li>• Lead a guided discussion on the characteristics and roles of trade unions.</li> <li>• Let learners brainstorm the challenges faced by trade unions suggest mitigation measures.</li> <li>• Task learners to identify the challenges facing trade unions and present.</li> </ul>

## Assessment Strategy

Give learners assignment research on the types and functions of trade unions Uganda.

## Teaching and Learning Resources

- Trade union manuals
- Newspapers
- Computer
- internet
- Documentaries



## **Suggested References**

Akubuiro, N, H, (2003). Industrial Relations and Industrial Laws. Lagos, PMA Printers.

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Salamon, M., (2000). Industrial Relations: Theory and Practice. Great Britain, Ashford Colour Press Ltd.

Taylor and Francis group (2005). The International Journal of Human Resource Management, vol.16, NO. 8. UK, Oxfordshire.

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## NCSW 222: Human Rights and Gerontology

Duration: 60 Hours

### Module Overview

This module unit enables learners to have knowledge and skills of promoting the human rights and enabling the elderly in the society to live a honourable life

### Learning Outcomes

By the end of this module, learners shall be able to:

- i) foster social action in the event that basic human rights are ignored.
- ii) promote human rights and social justice.
- iii) support the elderly in the communities to live respected lives.

### Sub-module 1: Introduction to Human Rights

Duration: 10 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• sensitises the community on basic human rights.</li> <li>• supports the community in taking social action.</li> <li>• observes and promotes human rights in the</li> </ul>	<ul style="list-style-type: none"> <li>• Definition of Human rights</li> <li>• Basic rights</li> <li>• Origin of human rights</li> <li>• Categorisation of rights</li> <li>• First generation rights</li> <li>• Second generation rights</li> </ul>	Guide learners to define and outline basic human rights giving examples of basic rights. <ul style="list-style-type: none"> <li>• Lead a discussion on the various categories of human rights and task learners to give examples.</li> <li>• Guide learners to reflect and discuss the rights that have been denied of them at school and in their community, assessing why they were denied.</li> <li>• Task learners to identify the</li> </ul>

Competences	Content	Teaching and Learning Strategies
community. <ul style="list-style-type: none"> <li>identifies and refers human rights cases to responsible institutions.</li> </ul>	<ul style="list-style-type: none"> <li>Third generation rights</li> <li>Importance of human rights</li> </ul>	institutions which deal with human rights in Uganda and make presentations. <ul style="list-style-type: none"> <li>Group learners to discuss importance of human rights and present.</li> </ul>

### Assessment Strategy

Assign learners to observe and promote human rights in the community.

### Teaching and Learning Resources

- Human rights manuals and handbooks
- The constitution of the Republic of Uganda
- Reports on human rights issues
- Charts

## Sub-module 2: Children's Rights

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>defines a child and outlines his/her rights.</li> <li>identifies and advocates for the rights of children.</li> <li>sensitizes the community on children's rights.</li> <li>supports the community in advocating for the rights of children.</li> </ul>	<ul style="list-style-type: none"> <li>Definition of a child</li> <li>Children's rights</li> <li>Challenges associated with the attainment of children's rights</li> <li>Importance of children's rights</li> <li>Advocating for children's rights</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners in the definition and outlining the children's rights.</li> <li>Group learners and task them to identify and discuss the rights of children, rights broken in their community and make presentations.</li> <li>Group learners to discuss the difficulties in observing children's rights in their community and suggesting ways to ensure that child's rights are observed in the community.</li> </ul>

## Assessment Strategy

Assign learners to identify and advocate for the rights of children.

## Teaching and Learning Resources

- Human rights manuals and handbooks
- The constitution of the Republic of Uganda
- Reports on human rights issues
- Charts
- Documentary

## Sub-module 3: Rights of People with Disabilities

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines disability and outlines the common forms of disability in the community.</li> <li>• sensitizes the community on the issues of disability</li> <li>• supports in the rehabilitation of persons with disabilities using local available resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Disability</li> <li>• Persons with disabilities</li> <li>• Forms of disabilities</li> <li>• Rehabilitation and habilitation</li> <li>• Causes of disability</li> <li>• Basic rights of persons with disability</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to define disability, forms of disability persons and with disabilities.</li> <li>• Guide a discussion on the term 'rehabilitation and habilitation', stating where they are applied in.</li> <li>• Group learners to discuss and make presentations on causes and the ways in which persons with disabilities can be rehabilitated using local resources.</li> <li>• Task learners to discuss the causes of disability in small groups and present.</li> <li>• Ask learners to share in class how persons with disabilities are treated in the community.</li> <li>• Ask learners to explain how they feel about how persons with disabilities are treated in the community</li> <li>• Challenge learners to discuss the basic rights of persons with disability.</li> </ul>

## Assessment Strategy

Assign learners to support in the rehabilitation of persons with disabilities using local available resources.

## Teaching and Learning Resources

- Human rights manuals and handbooks
- The constitution of the Republic of Uganda
- Reports on human rights issues
- Charts
- Documentary

## Sub-module 4: Women's Rights

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• sensitises the community on women's rights.</li> <li>• identifies women rights issues in the community and reports to authorities.</li> <li>• supports women in taking social action to promote and defend their rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions</li> <li>• Women's rights</li> <li>• Origin of women's rights</li> <li>• Rights of women</li> <li>• Importance of women's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to define women's Rights, their origin and their importance to communities. Encouraging learners to give examples of women's rights.</li> <li>• Group learners to discuss and make presentations on the rights have been denied of women in their community and suggest methods of recovering them.</li> <li>• Help learners to identify the institutions which deal with the Rights of Women, emphasising on the functions of such activists.</li> <li>• Group learners to discuss importance of women's rights in society and make presentations.</li> </ul>

## Assessment Strategy

Assign learners to supports women in taking social action to promote and defend their rights.

## Teaching and Learning Resources

- Human rights manuals and handbooks
- The constitution of the Republic of Uganda
- Reports on human rights issues
- Charts
- Documentary
- Internet
- Computer

## Sub-module 5: Introduction to Gerontology

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• defines gerontology.</li> <li>• helps communities to plan for old life.</li> <li>• helps the elderly persons too enjoy love and intimacy in the old age.</li> <li>• works to reduce the challenges faced by informal care givers while helping the elderly.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of gerontology</li> <li>• Process of aging</li> <li>• Love, intimacy in older person</li> <li>• Opportunity and challenges of informal care giver</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to define gerontology, discuss the processes of aging and its requirements.</li> <li>• Group learners and task them to discuss and make presentations on how the elderly can enjoy love and intimacy.</li> <li>• Lead a discussion on the need for the informal care giving while supporting the elderly.</li> </ul>

## Assessment Strategy

Assign learners to discuss the challenges faced by informal care givers while helping the elderly.

## Teaching and Learning Resources

- Charts
- Computer
- internet
- Documentary

## Sub-module 6: Social Support to the Elderly

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• identifies informal support for the elderly.</li> <li>• changes family attitude towards the elderly.</li> <li>• involves religious, civil society and cultural institutions in supporting the elderly.</li> <li>• links the elderly to the sources of care and support.</li> </ul>	<ul style="list-style-type: none"> <li>• Nature and functions of the informal support</li> <li>• Changing family structure</li> <li>• Role of religion in supporting the elderly</li> <li>• Services to support the elderly</li> <li>• Sources of care and support for the elderly</li> </ul>	<ul style="list-style-type: none"> <li>• Group learners to brainstorm the nature and functions of the informal support for the elderly and present.</li> <li>• Challenge learners to describe today's family structure and its requirements.</li> <li>• Guide learners to discuss the role of religious leaders, civil society organizations and cultural leaders in supporting the elderly.</li> <li>• Task learners to identify and explain the services available support for the elderly.</li> <li>• Guide learners to identify the sources of care and support for the elderly.</li> </ul>

## Assessment Strategy

Assign learners to involve religious, civil society and cultural institutions in supporting the elderly.

## Teaching and Learning Resources

- Flipcharts/stand
- Marker pens
- Computer
- internet
- Documentary

## Sub-module 7: Productive and Active Elderly Life

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• helps the elderly in the preparations for retirement.</li> <li>• supports the elderly to involve themselves in productive work.</li> <li>• engages the elderly in health socialisation/ sporting.</li> </ul>	<ul style="list-style-type: none"> <li>• Work and retirement</li> <li>• Productive aging</li> <li>• Active aging and socialisation</li> <li>• Aging and leisure/ sporting/ games</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to brainstorm on how the elderly can be prepared to retire from work.</li> <li>• Challenge learners to discuss and suggest how the elderly can lead productive life.</li> <li>• Guide learners to brainstorm on the socialization process of the elderly/ sporting/clubbing/leisure.</li> </ul>

### Assessment Strategy

Assign learners to support the elderly to involve themselves in productive work.

## Teaching and Learning Resources

- Computer
- internet
- Documentary



## Sub-module 8: Aging and Health

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>acknowledges the challenges of aging.</li> <li>sensitises the elderly on how aging affects their health and advices them to live an active life.</li> <li>supports the elderly to perform life prolonging activities.</li> <li>guides the elderly to prepare for life after death.</li> <li>writes a will.</li> </ul>	<ul style="list-style-type: none"> <li>Aging and health changes.</li> <li>Activities of daily living for the elderly person</li> <li>Implications of aging on health</li> <li>Ways of prolonging the life span of the elderly</li> <li>Aging and death</li> </ul>	<ul style="list-style-type: none"> <li>Task the learners to identify the various health changes which the elderly persons go through and suggest ways of overcoming them.</li> <li>Guide learners to brainstorm the daily activities of living for the elderly person, emphasizing on the safety and health.</li> <li>Guide learners to discuss the implications of aging on health and task learners to compare them with what happens to the elderly persons in their community.</li> <li>Task learners to explain how they would help the elderly persons to live longer.</li> <li>Guide learners on how the elderly persons can prepare themselves for life after death.</li> <li>Illustrate the sample of a will and guide the learners through the practice.</li> </ul>

### Assessment Strategy

Assign learners to support the elderly to perform life prolonging activities.

### Teaching and Learning Resources

- Charts
- Computer
- Internet
- Samples of wills
- Documentary

## Suggested References

- Grosek, E. (2002). Locating the Texts and Status of International Human Rights Protection Agreements. *Behavioural & Social Sciences Librarian* 21(1): 15-27.
- International Criminal Court. <http://www.icc-cpi.int/>.
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- Office of the United Nations High Commissioner for Human Rights. International law. <http://www2.ohchr.org/english/>.
- Sood, J. R., and Stahl, S. M. (2011). Community Engagement and the Resource Centres for Minority Aging Research. *The Gerontologist*.
- Vakalahi, H. F. O. et al. (eds.), (2014). *The Collective Spirit of Aging Across Cultures, International Perspectives on Aging*. Dordrecht, Springer Science Business Media.

## 223: Basic Kiswahili

Duration: 45 Hours

### Module Overview

This module introduces the learner to the basic Kiswahili used in the industry and by the general public to carry out daily business. It also enables the learner to carry out his/her profession in any part of East Africa where Kiswahili is the major language of communication.

### Learning Outcome

By the end of the module the learner should be able to seek help in Kiswahili.

### Sub-module 1: Introduction to Kiswahili

Duration: 4 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• acknowledges the importance of learning and using Kiswahili language.</li> <li>• correctly greets elders, peers and the young at different times.</li> <li>• Introduces oneself.</li> <li>• makes introduction of oneself and other persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Origin and spread of Kiswahili</li> <li>• Importance of Kiswahili to Ugandans</li> <li>• Greetings:               <ul style="list-style-type: none"> <li>- at different times</li> <li>- to elders, peers, the young</li> <li>- to one person</li> <li>- to many people</li> </ul> </li> <li>• General introduction:               <ul style="list-style-type: none"> <li>- of oneself</li> <li>- of others</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Allow learners to buzz over different greeting styles.</li> <li>• Ask learners to make self-introductions before the class.</li> </ul>

### Assessment Strategy

Assess learners on the:

- i) importance of learning Kiswahili in the context of accounting and finance.
- ii) greeting of peers, elders and supervisors at different times.

## Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders
- Radio cassettes

## Sub-module 2: Definite Articles

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• makes correct use of the Kiswahili alphabet.</li> <li>• pronounces Kiswahili verbs and names in the correct accent.</li> <li>• states phrases in the correct tense.</li> </ul>	<ul style="list-style-type: none"> <li>• Vowels and consonants</li> <li>• Verbs and nouns</li> <li>• Production of Kiswahili sounds/ accent</li> </ul>	<ul style="list-style-type: none"> <li>• Use tapes/Compact Disks for learners to listen to word sounds and pronunciations.</li> <li>• Guide learners on the names of different places and common titles in the catering profession.</li> <li>• Set out a number of Kiswahili vowels, verbs and nouns for the learners to practice their application.</li> <li>• Use a tape recording to produce Kiswahili sounds for learners to emulate.</li> </ul>

## Assessment Strategies

Assess learners on:

- word pronunciation.
- use of verbs and nouns.

## Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders
- Radio cassettes

## Sub-module 3: Polite Language

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>expresses appreciation to others.</li> <li>makes requests for products, services, or places by names.</li> <li>identifies people by their professional titles.</li> </ul>	<ul style="list-style-type: none"> <li>Welcoming customers</li> <li>Making requests</li> <li>Presenting bills</li> <li>Expressing appreciation</li> <li>Advertising of products</li> <li>Negotiating for better terms</li> <li>Asking for pardon</li> </ul>	<ul style="list-style-type: none"> <li>Organise a role-play in which learners shall make simple expressions involving asking for a particular product, service, place or direction and appreciating for the assistance offered.</li> <li>Let learners express themselves by asking for forgiveness for a wrong done.</li> </ul>

### Assessment Strategies

Task learners to:

- role-play the receiving of clients and providing information of the available goods/services.
- give assignment to design and format a Kiswahili advert for any business.

### Teaching and Learning Resources

- The Internet
- Kiswahili dictionary

## Sub-module 4: Indefinite Articles

Duration: 6 hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>combines words to construct good sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Introductory vocabulary</li> <li>Sentence pattern</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners to use the indefinite article to construct sentences.</li> <li>Group learners to role</li> </ul>

Competences	Content	Teaching and Learning Strategies
<ul style="list-style-type: none"> <li>asks questions and responds to inquiries.</li> <li>expresses likes and dislikes.</li> </ul>	<ul style="list-style-type: none"> <li>Questions and responses</li> <li>Expressing likes and dislikes</li> </ul>	<ul style="list-style-type: none"> <li>play the asking and answering of questions related to catering services.</li> <li>Ask learners to express their likes and dislikes in the role-play.</li> </ul>

### Assessment Strategy

Assess learners on the construction of sentences in response to questions.

### Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders

## Sub-module 5: Numbers and Arithmetic

Duration: 06 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>counts and numbers items using the cardinal and ordinal numbers.</li> <li>states the time, date, days and months correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Counting cardinal numbers</li> <li>Counting ordinal numbers</li> <li>Time, dates, days, months</li> </ul>	<ul style="list-style-type: none"> <li>Lead learners in the counting exercise.</li> <li>Guide learners in stating time and dates.</li> <li>Ask learners to make presentations of their dates of birth.</li> </ul>

## Assessment Strategies

- i) Let learners count using ordinal and cardinal numbers.
- ii) Task learners to state different periods in Kiswahili.

## Teaching and Learning Resources

- Charts of numbers, dates and days
- Calendar
- Clock

## Sub-module 6: Grammar and Syntax

Duration: 08 hours

Competences	Content	Teaching and learning Strategies
The learner: <ul style="list-style-type: none"> <li>• makes a logical flow of sentence construction.</li> <li>• applies the singular and plural nouns/verbs correctly.</li> <li>• applies correct Kiswahili tenses in sentence construction</li> </ul>	<ul style="list-style-type: none"> <li>• Basic sentence elements</li> <li>• Sentence logic</li> <li>• Singular and plural</li> <li>• Tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to make sentences in Kiswahili using first person singular and first person plural.</li> <li>• Let learners demonstrate the application of different tenses in sentence construction.</li> </ul>

## Assessment Strategies

Assess learners on:

- i) the way they arrange the words in a sentence.
- ii) the rule of singular and plural.
- iii) the application of tenses.

## Teaching and Learning Resources

- Kiswahili dictionary
- Documentaries
- Charts
- Video recordings
- Tape recorders

## Sub-module 7: Professional Related Vocabulary

Duration: 08 Hours

Competences	Content	Teaching and learning Strategies
The learner: <ul style="list-style-type: none"> <li>applies the guidance and counselling terminologies correctly.</li> <li>identifies and names the tools, materials, and equipment used in guidance and counselling.</li> <li>refers to guidance and counselling officers by their titles.</li> <li>describes the tasks performed by different officials in guidance and counselling.</li> </ul>	<ul style="list-style-type: none"> <li>Terminologies used in guidance and counselling.</li> <li>Prices, quantity, quality, order</li> <li>Names of tools, materials, and equipment used in Guidance and counselling.</li> <li>Professional titles like counsellor, manager.</li> <li>Tasks performed in guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>Guide learners to identify and name the tools, materials, and equipment used in guidance and counselling.</li> <li>Ask learners to research on the Kiswahili titles for the staff that do guidance and counselling.</li> <li>Discuss with learners the tasks performed by different officials in guidance and counselling.</li> </ul>

### Assessment Strategy

Assign a learner to write the titles and tasks performed by various professionals in accounting and finance departments.

### Teaching and Learning Resources

- Kiswahili dictionary
- Reading charts
- Audio CD packs
- Radio cassette
- DVD players



## **Suggested References**

- Almasi, W.F (2014). Swahili Grammar for Introductory and Intermediate Levels.
- Donovan, M. & Lutz, M., (2011). Swahili: A Complete Course for Beginners. 2<sup>nd</sup> edn: Dar es Salaam, Living Language Publishers.
- Maw, J.E (2012). Swahili for Starters: A Practical Introductory and Intermediate Level.
- Perrott, D.V., (2010). Essentials of Business Kiswahili: A Teach Yourself Guide. Nairobi, Kenway Publications.
- Peter, M.W., (2006). Simplified Swahili. New York, Longman Group.

## NCGD 224: Gender and Social Development

Duration: 45 Hours

### Module Overview

This module equips the Learner with practical skills in Gender awareness, Lobbying and Advocacy. It further exposes the Learner with approaches and Strategies for Gender Main straining and integration for development.

### Learning Outcomes

The learner should be able to identify and examine Gender and development related issues and Intervene effectively in society and at workplace.

### Sub -module 1: Introduction to Gender and Development

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
The learner : <ul style="list-style-type: none"> <li>• applies the concepts of gender and development.</li> <li>• analyses the role of gender in development.</li> <li>• demonstrates the gendering process.</li> <li>• suggests control measures to the challenges encountered in gender and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Gender related concepts</li> <li>• Role of gender in development</li> <li>• Practical gender needs</li> <li>• Strategic gender needs</li> <li>• Gendering process</li> <li>• Challenges of gender and development</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to apply the concepts of gender and development.</li> <li>• Let learners brainstorm the roles of gender in development.</li> <li>• Illustrate for learners the gendering process.</li> <li>• Guide a discussion on the challenges encountered in gender and development.</li> </ul>

## Assessment Strategy

Assign learners to research on the gender needs experience in societies and make classroom presentations.

## Teaching and Learning Resources

- Videos/audios
- Internet
- Newspapers
- Computer
- Flip charts/stand
- marker pens

## Sub-module 2: Gender Inequality and Discrimination

Duration: 4 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• defines gender inequality and discrimination.</li> <li>• identifies the causes of gender inequality and discrimination.</li> <li>• analyses the effects of gender inequality and discrimination.</li> <li>• suggests strategies for controlling gender inequality and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• Meaning of gender inequality and discrimination</li> <li>• Causes of gender inequality</li> <li>• Effects of gender inequality</li> <li>• Strategies for managing gender inequality</li> </ul>	<ul style="list-style-type: none"> <li>• Guide a brainstorming session on the meaning of gender inequality and discrimination.</li> <li>• Group learners and task them to discuss on causes of gender inequality.</li> <li>• Organise a video show on the effects of gender inequality and discrimination.</li> <li>• Guide a discussion to identify strategies for improving gender inequality and discrimination at workplace.</li> </ul>

## Assessment Strategy

Assess learners on:

- i) the causes of gender inequality and discrimination.
- ii) the effects of gender inequality and discrimination.

## Teaching and Learning Resources

- Videos/audios
- Internet
- Newspapers

## Sub-module 3: Gender Awareness, Lobbying and Advocacy

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• applies the concepts of gender awareness, lobbying, advocacy.</li> <li>• analyses the issues in awareness, lobbying, and advocacy.</li> <li>• demonstrates the approaches and methods used in gender awareness, lobbying and advocacy.</li> <li>• describes the process of developing gender awareness, lobbying and advocacy programme.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of gender awareness, lobbying and advocacy</li> <li>• Gender issues in awareness, lobbying, and advocacy programmes</li> <li>• Approaches and methods of gender awareness, lobbying, advocacy programme</li> <li>• Process of developing gender awareness, lobbying, and advocacy programme</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a guided discussion on the concepts of gender awareness, lobbying and advocacy.</li> <li>• Let learners discuss in groups the gender issues that need creating awareness, lobbying and advocacy.</li> <li>• Guide learners through practice on the approaches and methods of creating gender awareness, lobbying, and advocacy.</li> <li>• Illustrate the process of creating gender awareness, lobbying, and advocacy.</li> </ul>

## Assessment Strategy

Assign learners to describe the process of developing gender awareness, lobbying and advocacy programme.

## Teaching and Learning Resources

- Videos/audios
- computer
- Internet
- Newspapers
- Flip charts/Stand

## Sub-module 4: Gender Mainstreaming

Duration: 8 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• analyses the concepts of gender mainstreaming.</li> <li>• justifies the importance of gender mainstreaming.</li> <li>• suggests methods for gender mainstreaming.</li> <li>• implements the policies that support gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Concepts of gender mainstreaming</li> <li>• Importance of gender mainstreaming</li> <li>• Methods of gender mainstreaming</li> <li>• Policies in support of gender mainstreaming</li> </ul>	<ul style="list-style-type: none"> <li>• Lead a guided discussion on the application of gender mainstreaming concepts.</li> <li>• Task learners to brainstorm the importance of gender mainstreaming.</li> <li>• Lead a guided discussion on the methods and policies applied to support gender mainstreaming.</li> </ul>

## Assessment Strategy

Assess learners through tests on:

- i) the importance of gender mainstreaming.
- ii) the methods of gender mainstreaming.
- iii) the policies in support of gender mainstreaming.

## Teaching and Learning Resources

- government policies on gender issues
- Videos/audios
- Computer
- Internet
- Newspapers

## Sub-module 5: Strategies for Gender Mainstreaming

Duration: 7 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• identifies strategies for gender mainstreaming.</li> <li>• adheres to the levels of gender mainstreaming.</li> <li>• describes the process of gender mainstreaming at various levels.</li> <li>• monitors, evaluates, and reports issues of gender mainstreaming.</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of gender mainstreaming</li> <li>• Process of gender mainstreaming at various levels</li> <li>• Monitoring, evaluation and reporting issues in gender mainstreaming</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the levels followed in gender mainstreaming.</li> <li>• Guide learners through illustrations on the process followed in gender mainstreaming.</li> <li>• Guide learners on the process of monitoring, evaluating, and reporting gender related issues.</li> </ul>

## Assessment Strategy

- Give learners assignments to describe the process of gender mainstreaming.

## Teaching and Learning Resources

- Videos/audios
- Internet
- Newspapers

## Sub-module 6: Mainstreaming Gender into Leadership and Governance

Duration: 6 Hours

Competences	Content	Teaching and Learning Strategies
<p>The learner:</p> <ul style="list-style-type: none"> <li>• applies the terminologies of gender leadership and governance.</li> <li>• demonstrates the gender responsive leadership and governance.</li> <li>• applies the best practices in gender leadership and governance.</li> </ul>	<ul style="list-style-type: none"> <li>• Major terminologies</li> <li>• Gender responsive leadership</li> <li>• Gender responsive leadership and governance</li> <li>• Best practices in gender leadership and governance</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners through practice to apply the terminologies used in gender leadership and governance.</li> <li>• Demonstrate the requirements for gender responsive leadership and governance.</li> <li>• Guide learners through practice to exhibit good practices of gender leadership and governance.</li> </ul>

### Assessment Strategy

Assign learners to explain the best practices in governance.

### Teaching and Learning Resources

- Videos/audios
- computer
- Internet
- Newspapers

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## NCGC 225: Real Life Project 4

Contact Hours: 60

### Module Overview

The module equips the learner with skills required to report on the project achievements and bottlenecks. The learner will write a report indicating the processes followed to come up with the product/service.

### Learning Outcome

By the end of this module, the learner should be able to compile a report on the general business status and wind up the project.

### Project Reporting

Duration: 120 Hours

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• carries out environmental analysis.</li> <li>• writes formal reports.</li> </ul>	Emphasis on: <ul style="list-style-type: none"> <li>• Examining the records</li> <li>• Project reporting</li> <li>• Project appraisal</li> <li>• Project closure</li> </ul>	<ul style="list-style-type: none"> <li>• Cross check the authenticity of the records.</li> <li>• Supervise the making of the report.</li> </ul>

## NCGC 226: Internship Training

### Module Overview

This module provides learners with opportunity of placement in organisations to have practical exposure to unfamiliar environments and critically assess existing practices in workplaces as they apply skills acquired in class into their career-related areas.

### Learning Outcomes

By the end of this exercise, the learner should:

- i) develop the interpersonal, communication and teamwork skills.
- ii) enhance the work ethics and professionalism.
- iii) be talent-spotted by the organisation for employment.

**Duration: 240 Hours**

Competences	Content	Teaching and Learning Strategies
The learner: <ul style="list-style-type: none"> <li>• applies the concepts learnt in class to practically perform the assigned tasks in the organisation.</li> <li>• identifies the challenges at the work place.</li> <li>• adheres to the timeframe.</li> <li>• writes an internship report following the guided format.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose of the internship</li> <li>• Placement procedures</li> <li>• Internee activities</li> <li>• Roles of supervisors</li> <li>• Format of internship report</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners on the placement procedures.</li> <li>• Lead a field visit to expose learners to the working environment.</li> <li>• Supervise the internees on the activities undertaken in their training.</li> <li>• Guide learners on the format of writing internship reports.</li> </ul>

### Training and Learning Resources

- Internship manual
- Introduction letters
- Assessment forms
- Computers
- Binding machine

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## Appendices

### Appendix 1: Internship Guidelines

The guidelines below should be followed during Internship:

- i) It starts at the end of the 4<sup>th</sup> semester (2<sup>nd</sup> year).
- ii) It takes a minimum period of 8 weeks.
- iii) It is carried out at the world of work located in any part of Uganda including the training institutions.
- iv) The training institution has the duty of budgeting for Internship, obtaining money from government for government sponsored students, explaining to the learners what they are expected to do, finding placements for the learners, posting learners, supervising and assessing them during the Internship.

#### Supervision

- i) There should be two supervisors; one from the world of work/field/industry supervisor and an academic supervisor from the training institution.
- ii) The academic supervisor will visit the learner at least once. During these visits, she/he will interact with the learner and the field supervisor to assess the learner's performance.

#### Assessment

Marks for assessment should be divided into three as follows:

- |                                       |     |
|---------------------------------------|-----|
| i) Assessment by field supervisor     | 50% |
| ii) Assessment by academic supervisor | 30% |
| iii) Field attachment report          | 20% |

All the above assessment must be carried to ascertain the learner's competences.

**Note:** The institutions should submit the list of industrial placements for the candidates with contacts in order for the examination board to carry out its external supervision and verification.

## Appendix 2: Internship Assessment Form for workplace Supervisor

Name of Institution..... Name of the firm..... Name of the Learner.....Signature..... Registration. .... Name of Supervisor..... Signature..... Date. ....				
	Area of Assessment	Mar ks	Score	Area of Improvement
<b>A</b>	<b>Attendance (% age of days and times within the days present)</b>	<b>5</b>		
<b>B</b>	<b>Work Performance Involvement</b>	<b>30</b>		
	1. Co-operation with other staff	5		
	2. General ability to use various equipment, machines or plant in the workplace	10		
	3. Flexibility—willingness to learn from various sections in industry	7		
	4. Job planning	8		
<b>C</b>	<b>Initiative and Innovations</b>	<b>15</b>		
	1. Problem-solving	8		
	2. New ideas on improvement for efficiency of performance or operations	7		
<b>D</b>	<b>Time Management</b>	<b>5</b>		
	1. Reporting on time	1		
	2. Leaving at specified break-off or stoppage time	1		
	3. Meeting deadlines on assignments given by supervisors or	3		

	instructors			
<b>E</b>	<b>Discipline and Safety Observation</b>	<b>15</b>		
	1. Use of right equipment for right job	4		
	2. Obeying instructions	4		
	3. Proper handling of equipment and or materials	2		
	4. Ability to practice safety measures in the workplace	3		
	5. Knowledge of first aid procedures in case of accident	2		
<b>F</b>	<b>Practical Skills</b>	<b>20</b>		
	1. Ability to put into practice training instructions from facilitators and supervisors	4		
	2. Ability to relate theoretical knowledge with practical applications	4		
	3. Proper use of manuals and guidelines	4		
	4. Ability to carry out troubleshooting on equipment use	4		
	5. Ability to service and maintain equipment (clean and protect from damage )	4		
<b>G</b>	<b>General Remarks (other assessment at discretion of assessor)</b>	<b>5</b>		

The assessment shall be carried out as indicated in each area, then the total marks obtained will be computed to 50%.

## Appendix 3: Internship Assessment Form for Academic Supervisor

Name of Institution..... Name of the firm..... Name of the Learner ..... Signature..... Registration Number..... Name of supervisor ..... Signature..... Date.....				
	Area of Assessment	Marks	Score	Area of Improvement
<b>A</b>	<b>Attendance (was the learner at his/her work place?)</b>	<b>5</b>		
<b>B</b>	<b>Understanding of tasks</b>	<b>21</b>		
	1. Did the learner provide weekly summary of work performed?	2		
	2. How did the learner describe the tasks performed?	4		
	3. How was the learner able to explain why tasks were being done in a particular way?	3		
	4. How did the learner explain problems experienced when carrying out the work and how they were solved?	3		
	5. How did the learner explain the knowledge and skills acquired at the institute that enabled to perform?	2		

	6. How did the learner describe the new knowledge and skills gained?	3		
	7. How did the learner explain the relationship with other workers and supervisors and how he/she plans to improve or maintain it?	2		
	8. How did the learner relate the internship training tasks to the classroom training?	2		
<b>C</b>	<b>General Remarks (Other assessment at discretion of examiner)</b>	<b>4</b>		
	<b>Total mark</b>	<b>30</b>		

The assessment shall be carried out as indicated in each area and then the total marks obtained shall be computed to 30%.

## Appendix 4: Field Attachment Report and Guide for Internship

The report should be written in English and must contain the following to be assessed as shown:

No	Contents	Maximum Score
1	<b>Cover page:</b> i) Name of institution ii) Name of department iii) Name of learner and year of study iv) Place of internship training v) Period of internship training e.g. July- September, 1510 vi) Academic and Field Supervisor's signatures	1 mark
2	<b>Acknowledgements</b> i) Acknowledge all assistance during field training ii) Acknowledge assistance during report writing	0.5 marks
3	<b>Executive summary or abstract</b> i) To include statement of the most practical work carried out ii) Challenges iii) Conclusions	2 marks
4	<b>Table of contents</b> To show the content of the report and page numbers where they first occur	0.5 marks
5	<b>List of figures</b> i) All figures in the report must have a number and a caption ii) Figures must be numbered according to the chapters where they occur for example; Figure 4.1, to refer to first Figure in chapter 4 iii) The pages where the figures occur must be shown in the list of figures	0.5 marks
6	<b>List of tables</b> i) All tables in the report must have a number and a header ii) Tables must be numbered according to the chapters where they occur; for example, Table 2.1, to refer to first table in Chapter 2 iii) The pages where the tables occur must be shown in the	0.5 marks



	list of tables	
7	<b>List of acronyms or abbreviations</b> Acronyms used should be given in alphabetical order with their full meaning shown	0.5 marks
8	<b>Introduction</b> i) Location and description of place of field attachment ii) Objectives of field attachment iii) Structure, organisation iv) Major activities of the firm attached to e.g. if District Local Government, describe its role in the society	2 Marks
9	<b>Main body of the report</b> i) Description of work carried out ii) Duties and responsibilities assigned and how they were carried out iii) New knowledge and skills gained iv) Relationship with other staff and supervisor v) Problems experienced and how they were handled	8 marks
10	<b>Conclusions</b> A brief summary of knowledge gained as outlined in the objectives	1mark
11	<b>Recommendations</b> i) For improving internship training, usually derived from problems experienced ii) For improvement of work output at the firm (this is included if allowed by the workplace supervisor)	1.5 marks
12	<b>References</b> i) Textbooks and internet material ii) APA style of referencing must be used for example Kyalikisa R. (2010). "Effect of window net on the reduction of Malaria," Journal Health Construction, Vol 17, New York.	1 mark
13	<b>Appendices</b> i) Guidelines used during training ii) Photographs, maps, etc.	1 mark
<b>Total mark</b>		<b>20 marks</b>







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