



(NJCGDC)

**NATIONAL JUNIOR CERTIFICATE IN
GARMENT DESIGN AND CONSTRUCTION**

CURRICULUM

2024





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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

FIRST EDITION

National Curriculum Development Centre
P.O. Box 7002,
Kampala- Uganda
www.ncdc.go.ug

ISBN: 978-9970-675-02-9

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Acronyms and Abbreviations

BTJET	: Business, Technical Vocational Education and Training
CBET	: Competence-Based Education and Training
CGPA	: Cumulative Grade Point Average
CH	: Contact Hours
CU	: Credit Units
DES	: Directorate of Education Standards
DIT	: Directorate of Industrial Training
DVD	: Digital Versatile Disc
LH	: Lecture Hour
MOE&S	: Ministry of Education and Sports
NCDC	: National Curriculum Development Centre
NCHE	: National Council for Higher Education
NP	: Normal Progress
PH	: Practical Hours
PP	: Probationary Progress
PPEs	: Personal Protective Equipment
PPPs	: Public Private Partnerships
RAM	: Random Access Memory
SHE	: Safety Health and Environment
NJCGDC	: National Junior Certificate in Garment Design and Construction
TH	: Training Technical Hours
TVET	: Technical Vocational Education and Training
UBTEB	: Uganda Business and Technical Examinations Board
UCE	: Uganda Certificate of Education
UCPC	: Uganda Junior Certificate
UPE	: Universal Primary Education
UPPET	: Universal Post Primary Education and Training
USE	: Universal Secondary Education
WoW	: World of Work

Foreword

National Junior Certificate in Garment Design and Construction (NJCGDC) has been designed to satisfy the growing demand for decent clothing and household furnishing. Several Ugandans are grappling with the shortage of jobs. At the same time, the few existing technicians do not meet the market demand of the population due to the changes in technology, taste and Suggested Reading Materials.

To ensure quality and standards across the country, the Ministry of Education and Sports (MoES), through National Curriculum Development Centre (NCDC) in partnership with experts from the world of work, took up the responsibility of revising the curriculum, making a paradigm shift from the knowledge-based to a competence-based one that is trainee led.

Restructuring of this curriculum was premised on the current labour market demands, making it learner-centred, competence-based and modular for easy entry and exit by trainees. It focuses on core tasks and continuous assessment, each semester involving the execution of a real-life project that makes the graduates competent for the world of work.

Therefore, National Junior Certificate in Garment Design and Construction (NJCGDC) aims to equip trainees with employable skills to fit in the world of work. It promotes practical work, interaction, and innovation based on teamwork in collaboration with the world of work. Consequently, this aligns the curriculum with the Uganda's Vision 2040, whose emphasis is on providing knowledge, skills and work attitude for most Ugandans, with a view to increasing productivity and public service delivery.

This course takes three years with specific modules to give sufficient opportunity to the trainees to master critical skills required in each module at a time. It focuses on core tasks and continuous assessments, execution of real-life projects and industrial training to make the graduates competent in managing production.

National Junior Certificate in Garment Design and Construction (NJCGDC) is thus one of the courses that supports the achievement of the government's goal of employment and wealth creation. It allows trainees to perfect their skills and settle in gainful employment when well implemented.

As the minister responsible for improving education in the country, I therefore endorse this curriculum for National Junior Certificate in Garment Design and Construction (NJCGDC) to be taught by all Community Polytechnic institutes and technical schools in Uganda.



Hon. Janet Kataaha Museveni

First Lady and Minister for Education and Sports

Acknowledgements

National Curriculum Development Centre (NCDC) extends its appreciation to all panel members and institutions that participated in developing this curriculum of National Junior Certificate in Garment Design and Construction (NJCGDC).

Special thanks go to the technical and vocational institutions, universities, and the industries that provided panellists. Their tireless efforts in developing the content of this curriculum are greatly appreciated.

We would like to express our gratitude to the Government of Uganda for the financial support provided through the Ministry of Education and Sports, which enabled the development of this curriculum.

Quality Assurance and Publishing Department, Academic Steering Board, and Governing Council members all played a significant role in ensuring that the quality of this curriculum meets the requirements of the labour market demand. We are sincerely grateful for their contributions, effort, and commitment that led to the completion of this work.

NCDC, therefore takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies that may be sighted. Such comments and suggestions can be communicated to NCDC through P.O Box 7002 Kampala or email: admin@ncdc.go.ug.



Dr Grace K. Baguma

DIRECTOR

National Curriculum Development Centre



Introduction

This National Junior Certificate in Garment Design and Construction (NJCGDC) curriculum aims to produce tailors and designers who are relevant to the world of work. It is learner-centred and competence-based to emphasise acquisition of skills through practical learning and execution of projects.

The curriculum has been reviewed to respond to the ever-changing fashions and technologies in the fashion and design industry. It is furthermore a response to the recommendations of the BTVET Act (2008), the strategic plan of “Skilling Uganda” and Uganda Vision 2040 “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”.

- a) The curriculum follows a modular approach where a trainee is given chance to undertake an integrated autonomous module at a time. The competencies that the trainee is expected to acquire are clearly defined in each autonomous module. The modules offered in this course are designed to equip the trainee with essential 21st-century skills, also known as generic skills. These skills encompass: Critical thinking and problem solving
- b) Creativity and innovation
- c) Collaboration
- d) Communication
- e) ICT literacy
- f) Flexibility
- g) Leadership
- h) Productivity
- i) Social skills

These skills are highly valued and in demand in the professional world, as they enable individuals to effectively perform tasks required in various work settings.

The core competencies in National Junior Certificate in Garment Design and Construction (NJCGDC) are aimed at improving the trainee tailoring skills and ability to measure, cut, join and design garment items and fashions to meet the new trends in the in work setting.

Competencies in computer applications are aimed at enhancing the trainee's research skills in new fashions and designing.

Competencies in government revenue will allow the trainee to become tax compliant when he/she joins the world of work (WoW).

Entrepreneurship and communication modules will provide the trainee with skills and attitudes towards setting up and managing his/her enterprises with creativity, innovation, communication, collaboration, financial, and marketing skills for self-employment. These are essential generic skills for the 21st Century.

Every trainee will be required to do Industrial Training, which is aimed at bridging the gap between institution-based training and the world of work.

This curriculum, when effectively implemented, should produce a tailor who is able to:

- i) Design different clothing materials and bags.
- ii) Cut, join and sew different clothing materials and bags.
- iii) Repair and maintain a sewing machine and its accessories in good working condition.
- iv) Prepare reports, budgets, and operation plans.
- v) Promote and ensure the safety of self, other workers and the plant.
- vi) Initiate and manage small business enterprises.
- vii) Pay taxes.

Guidelines for the implementation of the NJCGDC course

Course Title: The title of this course shall be National Junior Certificate in Garment Design and Construction (NJCGDC).

Duration of the course:

The National Junior Certificate in Garment Design and Construction (NJCGDC) shall be a full-time course with a minimum of three (3) academic years; a maximum of 5 years.

Each academic year shall consist of two (2) semesters and a period for industrial training. The programme shall be completed within a time frame of **five years** from the time of enrolment and registration.

Each semester shall consist of seventeen (17) weeks: fifteen (15) weeks of teaching and continuous assessment, two (2) weeks of practical, and pen and paper examination.

Industrial training shall be a core module and will take at least ten (10) Weeks per academic year.

Admission/Entry Requirements

A trainee shall be eligible for admission to the National Junior Certificate in Garment Design and Construction (NJCGDC) on meeting any of the following qualifications:

a) Primary Level Entry Scheme (Primary Leaving Education - PLE)

The applicant should have a PLE Certificate with at least the **fourth grade**. The National Junior Certificate in Garment Design and Construction (NJCGDC) programme is a level **2** curriculum done after level **1** of primary leaving examinations (PLE).

b) Skills Interest

Any person in need of acquiring a skill(s) as long as he/ she can read and write will be allowed to join the programme.

Curriculum Implementation

Continuous assignments shall be carried out during the training as a CBET requirement. Each module contains sub-modules that will help the trainee understand how to perform the core tasks through:

- 1) Applied knowledge
- 2) Practical activities, and
- 3) Professional attitude

For each semester, the trainee will carry out a real-life project to put into practice the knowledge and competencies acquired in class. This will be exhibited during the trainee's free time outside classroom lessons.

Prospects for National Junior Certificate in Garment Design and Construction (NJCGDC).

The graduates of the National Junior Certificate in Garment Design and Construction (NJCGDC) may opt to further their skills and education by offering a certificate, diploma, bachelor, masters and even a doctorate in fashion and garment design, interior design, textile and surface design, industrial art and design among others.

- i) For a trainee to obtain a National Junior Certificate in Garment Design and Construction (NJCGDC), he/she will have to do all the core modules of the programme as indicated in the different semesters, including the support modules for generic and 21st-century skills. However, a trainee can study in phases with work intervals and decide which support module to do at a time alongside the core module until they are all done.
- ii) A trainee who wants to acquire a skill in only one or a few core module(s) will have to do it concurrently with the support modules and be assessed at the end of the semester in which that module falls. Nevertheless, a trainee is still free to do the core module first and add on the support modules after that, but the certificate of competence will only be given when the support modules are also completed, as well as the real-life project and internship.

Assessment Criteria

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

- | | |
|--------------------------|-----|
| 1) Continuous assessment | 40% |
| 2) Final examinations | 60% |

a) **Continuous assessment**

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

- | | |
|-------------------|-----------------|
| 1) Tests | 05 Marks |
| 2) Assignments | 10 Marks |
| 3) Practical work | 25 Marks |
| Total | 40 Marks |

Assignments consist of:

- 1) Class exercises and presentations
- 2) Reports for industrial visits, fieldwork, and presentations by professionals/resource persons
- 3) Debates
- 4) Case studies
- 5) Practical execution and participation

b) **Final examinations**

There shall be final examinations within the last two weeks of every semester set and administered by the Uganda Business and Technical Examinations Board (UBTEB). A candidate shall be considered to have acquired competency in performing tasks required in the labour market. A trainee must attend at least 75% of the lessons and do continuous assessments and end-of-semester examinations.

Continuous assessment shall be handled by the training institutions and verified by UBTEB.

NB: A trainee must note that the summative (end-of-module) examination results will not be considered for any pass grade without the continuous assessment results.

Project Work

This involves a combination of subject knowledge, process skills and transferable abilities. A trainee has to apply classroom knowledge and skills proactively in a real-life context for an extended period during the **15** weeks of training.

Each trainee will be required to run a project outside class time. At the end of every semester, a trainee shall either have a tangible, real-life project or evidence of a service rendered to be authenticated by UBTEB. The instructors/facilitators will assess project work continuously and mark out of 100%, just like other modules. This shall be based on the final product/service and the process involved in making it. A team of experts from UBTEB will be visiting training institutions to assess the projects' implementation, authenticity and progression.

The following guidelines shall be considered for project assessment:

Planning	10 marks
Drawing	10 marks
Innovation and creativity	10 marks
Neatness	10 marks
Daily record keeping/log book	05 marks
Environment, health and safety observation	05 marks
Actual performance	25 marks
Presentation	05 marks
<u>Final product</u>	<u>20 marks</u>
<u>Total</u>	<u>100marks</u>

Note:

- 1) Detailed samples of assessment forms for real-life projects for the supervisors are provided in appendices I to III.
- 2) To assess real-life projects, smartphones, cameras, and video recording may be used by the trainee and supervisor to capture evidence of the work done.

Industrial Training

Every trainee is required to get a placement for internship/industrial training. A trainee who wishes to do only one core module and go shall be obliged to do internship at the end of the semester to get the certificate of competency. A trainee who wants to do all modules in the academic and progress up to the end of the programme shall have to do an internship at the end of the **second and third** academic years.

A placement, in this case shall be any place where hands-on training and practice is carried out to produce items or provide services. This may include tailoring shops, workshops and institutions where National Junior Certificate in Garment Design and Construction (NJCGDC) work can be done.

Assessment of Industrial Training

- i) An industrial supervisor shall award 50% of the total marks because he or she will be interfacing with the trainee most of the time, providing practical guidance, support, corrections, and observation.
- ii) An academic supervisor shall visit the learner at the placement on appointment and award 30% of the marks. He or she shall interact with the trainee and the industrial supervisor where applicable for details of the learner's performance.
- iii) An Industrial Training report shall be written by the trainee, signed by both supervisors and submitted to UBTEB by the Academic Registrar of the training institution. This will be marked out of 20%, and the scores will be added to the marks awarded by the Industrial and Academic Supervisors.

The supervisors may apply the following assessment guide:

1) Attendance	05 marks
2) Time management	05 marks
3) Teamwork	05marks
4) Creativityand innovation	10 marks
5) Customer care	05 marks
6) Health and safety	05 marks
7) Tools and equipment use	15 marks
8) Knowledge and usage of materials	10 marks
9) Work environment	05 marks
10) Work performance	20 marks
11) Industrial training report	15 marks

TOTAL

100%

Detailed samples of assessment forms for the academic and industrial supervisors are provided in the assessment guide.

NB: For, internship assessment, smartphones, cameras and video recording may be used by trainee or supervisor as evidence for assessment.

Awards

A trainee shall be awarded a “**Certificate of Competency**” by the examining body for each module done successfully. The competency class Certificate shall enable the trainee to have specialized upgrading and employment since he/she will have attained some functional competencies and skills to perform in the specialized field.

A trainee who successfully completes the entire programme (all modules passed) shall be awarded a classified ‘**National Junior Certificate in Garment Design and Construction (NJCGDC)**’ by UBTEB.

Module Credit Units and Weighting System

A junior certificate module will be timetabled using contact hours and weighted based on credit units (CU).

- i) One credit unit is equivalent to 15 contact hours (CH).
- ii) The lowest credit unit for a module shall be 2.0 and highest shall not exceed 30.
- iii) Hence a module weighted 2 CU will have 30 contact hours, one with 3 CU will have 45 contact hours and so on.
- iv) Contact hours is the sum of lecture hours (LH) and half of the practical hours (PH).

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

Classification of the Certificates

Each module certificate shall be classified based on the trainee's performance as follows:

Mark (%)	Class
81 – 100%	Distinction
61 – 80%	Credit
50 – 60%	Pass

The overall certificate marking the successful completion of the entire course shall be graded as follows:

CGPA	Classification	Explanation
4.4 - 5.0	First class (1)	Excellent
4.0 - 4.3	Second class upper division (2:1)	Very good
3.0 - 3.9	Second class lower division (2:2)	Good
2.0 – 2.9	Pass (3)	Satisfactory
0– 1.9	Unclassified	Unsatisfactory

Progression of the Trainee

Progression of the Trainee

- i) A trainee who shows interest in the course of study shall be guided by the training institution on the modalities of accomplishing the training.
- ii) A trainee who wishes to take on a single core module shall be allowed to do it concurrently with support modules and be assessed at the end of the semester.
- iii) A trainee, who does one core module and goes, is free to return and do more modules at a later time.
- iv) A training institution shall inform the awarding body of the modules undertaken in a particular semester so as to give time for the assessment plan to be organised.
- v) A trainee who successfully accomplishes all modules shall be awarded a National Junior Certificate in Garment Design and Construction (NCGDC).

Dead Semester

A trainee shall be allowed to apply for a dead semester of study due to financial constraints, sickness or any other genuine problem. He or she should be allowed to resume the programme at the level he or she exited for the dead semester. A trainee who applies for a dead semester shall be given a reminder that he or she has to complete the programme within **five (5)** years from the time of enrolment and registration.

Organisations where Garment Design and Cutting tasks may be performed

A graduate of NJCGDC may be employed in the following organisations:

- i) Garment and design workshops, tailoring shops and agencies.
- ii) Self-employment in garment and design areas.
- iii) Garment and design factories.

Focus of training

The training for National Junior Certificate in Garment Design and Construction should emphasise the following aspects of learning:

- i) Competence-based Education and Training (CBET).
- ii) Modularisation of the programme
- iii) Practical assessments
- iv) Entrepreneurship skills development
- v) Integrated education (Knowledge, Application, Skills and attitude)
- vi) Health, Safety and Environmental considerations
- vii) Sports, Clubs and Social interactions (Co-curricular activities)
- viii) Disability and gender consideration
- ix) Sustainability of professional practices, general and specialised code of conduct
- x) Life skills
- xi) Industrial training
- xii) Real-life project implementation

Roles Of Trainees, Teachers and Administrative Staff

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

Roles of trainees

A trainee must take into consideration that learning requires excellent commitment. Their roles include to:

- i) Participate fully in classwork and assessments.
- ii) Be resourceful in group and personal research.
- iii) Seek guidance.
- iv) Look out for and solve problems one has never faced (initiation and innovativeness).
- v) Participate in community-based real-life projects.
- vi) Assess the usefulness of the module and the 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 and body-building activities.
- x) Participate in health, safety, environmental and security awareness.
- xi) Practise leadership roles.
- xii) Demonstrate entrepreneurship skills.
- xiii) Maintain discipline in and outside the school.

Roles of Academic Staff

Instructors are the primary source of information to trainees. Their roles include 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, supervisors and coaches.
- v) Plan, design and carry out assessment of trainees' performance.
- vi) Engage trainees 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 trainees 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 trainees for project work as well as assess and record trainees' progress.
- xiii) Guide trainees in project design and writing.
- xiv) Carry out interdisciplinary activities.
- xv) Guide trainees on the effectiveness of each module.
- xvi) Demonstrate ethical roles.
- xvii) Identify learning materials for trainees.
- xviii) Update trainees on the developments and requirement standards of the industry.

Roles of Administrative Staff

The school administrative staff coordinates the running of the school and plays various roles in the implementation of the training syllabi. Such roles include to:

- i) Plan for the smooth running of the school by mobilising funds and human resources.
- ii) Ensure equity and gender equality.
- iii) Link the school with the government, world of work and other stakeholders.
- iv) Support and facilitate teaching and learning
- v) Keep custody of school property (inventories).
- vi) Admit trainees to the school.
- vii) Maintain and uphold the good image of the school.
- viii) Ensure high academic standards of the school.
- 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 trainees 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 trainees and their property.
- xvii) Ensure discipline among staff and trainees.
- xviii) Recommend staff for promotion or disciplinary action.

Co-curricular Activities

Co-curricular activities are part of the school activities as 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 trainees' leadership through which their affairs may be channelled and organised.
- iii) Religious and cultural affairs of all trainees are well catered for without discrimination.
- iv) Disability and gender issues are considerations.

Learning Environment

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

- i) Adequate physical infrastructure such as class roomsworkshops 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/learning materials.
- iv) Healthcare facilities for hygiene and sanitation.
- v) Welfare and security officers.
- vi) Inspiration of staff and trainees to feel committed to the modules.
- vii) Adequate arrangements for seminars, workshops, exhibitions, sites, and industrial visits.
- viii) A platform for trainees and staff to air out their views such as representation on bogs.
- ix) Professional personnel to adequately maintain all facilities such as workshops and dormitories.

TEACHING AND LEARNING METHODS

The teaching and learning methods provided in this curriculum are just samples. It is at the instructor's discretion to apply any other method deemed suitable to the classroom setting. The type of method selected should be guided by the competencies to be acquired by the trainee. Instructors are encouraged to use a variety of methods in a lesson to make it more interesting and practical. Examples of some of the teaching and learning methods include:

1) Discussion

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 stimulates their interest as they learn from each other under the teacher's guidance.

2) Demonstration

This is a teaching and learning method that involves doing something in a step-by-step process. It involves visual presentation of the actions and activities in a practical manner of the events related to the content of teaching and learning.

A demonstration can be done by the instructor or the trainee, clearly showing how to do and telling what is being done as others listen, observe, and ask questions.

3) Workplace Training and Internships

Learners participate in on-the-job training through internships or apprenticeships, gaining practical experience under the guidance of industry professionals. The learner is attached to a practitioner or entrepreneur for apprenticeship to participate in practical activities.

It does not only enable the learner to relate what is learnt in classroom setting, but also to acquire more knowledge and develop skills beyond what is gained at school. It further motivates the learner to become a practitioner and or entrepreneur.

4) Project-based Learning (PBL)

Trainees work on real-world projects that require them to apply the competencies they are learning. PBL fosters problem-solving skills, teamwork, and critical thinking.

5) Collaborative Learning

Group activities and collaborative learning allow trainees to share knowledge, work together on projects, and develop teamwork and communication skills.

6) E-Learning and Technology Integration

This method involves incorporating digital resources and e-learning platforms to facilitate self-paced learning and provide interactive learning materials.

7) Feedback and Reflection:

Regular feedback and reflection sessions are conducted to help trainees identify areas of improvement and set personal learning goals.

8) 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 bring out a concept clearly. It gives a visual impression of what is being taught. The illustrator can use boards, flipcharts, posters, PowerPoint presentations etc.

9) Case study

This method is where trainees 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 trainees to identify and solve problems in a typical situation.
- ii) Provide trainees with confidence in decision making.
- iii) Help trainees develop analytical skills.

10) Buzz Method

This is a method of training that requires trainees seated near each other to discuss an issue that could have a lot of points or controversy 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 no learning. This method is good in situations where you cannot conduct effective training like when it is raining. Ask questions on what trainees have discussed to find out if they have understood.

11) Brainstorming

This is a way of obtaining as many views as possible from trainees in a short time. Guide trainees 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 and selected according to the relevancy to the issue being brainstormed.

Basic rules for brainstorming

- i) Encourage as many ideas as possible
- ii) Criticisms of ideas should not be allowed
- iii) Build on the ideas of others
- iv) Welcome wild ideas
- v) Stay focused on the topic

12) Guided discovery

This method is based on the notion that trainees know more than they think they know. The assumption is that they only need to be prompted to discover this knowledge for themselves.

Your role is to organise the learning environment and present the content in such a way that the trainees can discover more knowledge and ideas.

13) Guest speaker

Guest speakers could be local entrepreneurs, government officials, professional practitioners or community leaders invited to make a presentation to trainees.

Guest speakers can provide a variety to the entrepreneurship education learning, share experience and add value by engaging trainees in an educational or informative manner. This methodology provides trainees with an opportunity to physically interact with a practitioner and motivates them to develop an entrepreneurial attitude.

14) Question and answer

This method requires an instructor to evoke trainees' critical thinking by asking questions. The question is the key to the learning activities above the habit-skills level. It focuses on achieving the cognitive objectives because it is believed that there is a lot of knowledge within trainees that must be exploited.

15) Team teaching

A teaching method where 2 or more instructors plan together and conduct a teaching and evaluation session for the same group of trainees concurrently, providing supportive environment and clarifications for trainees.

16) Role-play

This method is where trainees are presented with a situation which they are expected to explore by acting out the roles of those represented in this situation. In role-play, trainees should be carefully selected and properly prepared for their roles. The remaining trainees 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 instructor should:

- i) Observe and guide as the presentation takes place.
- ii) Guide trainees in the module of presentation to ensure that they focus on theme of the play.
- iii) Engage trainees in a discussion or ask them questions about what they have learnt from the role-play with a view to finding out if the role-play has provided sufficient information.

17) Field trips or Study tours

This is when trainees are taken out to perform particular tasks with the aim of carrying out an observation, practising or witnessing the flow of events. Field trips or study tours expand learning through active observation and discovery within the world of work. It increases trainees' knowledge and understanding and adds realism to the programme; enabling them to link the school situation with the reality in the communities or world of work.

18) Inquiry-based Learning

This approach involves trainees asking questions, investigating problems, and finding solutions related to the theme or topic. This approach is effective in developing critical thinking, problem-solving and research skills. For this teaching and learning method to be successful, start the lesson with a question or problem. Encourage investigation then facilitate discussion, finally encourage trainees to discuss their findings and share their ideas with their peers and encourage reflection at the end of the inquiry process.

OCCUPATIONAL PROFILES FOR THE HOLDER OF NATIONAL JUNIOR CERTIFICATE IN GARMENT DESIGN AND CONSTRUCTION

This section provides the professional profile of the National Junior Certificate in Garment Design and Construction.

Main Duties and Tasks for a NJCGDC graduate include the following:

Job Title	Duties	Tasks
Tailor/Dressmaker	Measuring, cutting and sewing	<ul style="list-style-type: none"> a) Making fashionable garments b) Altering and repairing garments c) Taking accurate Measurements and make necessary calculations d) Attaching labels to various client's garments and materials e) Recording client's details f) Modifying garments as desired g) Repairing cloths as required h) Pressing/ironing garments
Surface Textile designer	Design and decorate fabrics	<ul style="list-style-type: none"> a) Produce sketches, designs and samples for customers b) Plan and develop designs c) Making up sets of sample garments d) Interpret clients design ideas

Job Title	Duties	Tasks
Workshop assistant	Conduct training and production	a) Ensure availability of workshop tools and equipment b) Arrange tools and equipment in proper order c) Ensure proper use and storage of tools and equipment d) Manage the provision and use of materials in the workshop e) Advise management on the training and production needs of the tailoring workshop either at training institutions and production workshops.
Textile agent	Market and sell textile products	a) Research the textile needs of the community b) Inform the communities about the available textile products and their relevance c) Liaise with textile industries to provide fabrics and other products to the community d) Inform textile industries about the clothing needs of local communities e) Promote the use of modern clothing provisions

Job Title	Duties	Tasks
		f) Encourage local tailors/dressmakers to promote modern clothing within the locality.
Events decorator	Prepare and manage the environment for public events	a) Plan materials to suit various events b) Blend colours in relation to the event at hand c) Maintain the decorations during the event d) Recover materials and equipment after each event.
Apparel designer		a) Create mood boards to show clients b) Create designs by hand or by CAD

NJCGDC PROGRAMME STRUCTURE

The programme structure for Uganda Junior Certificate in Garment Design and Construction is divided into six semesters as shown below:

Year 1 Semester 1

Code	Module Name	LH	PH	CH	CU
JCGC 111	Children's wear	90	480	330	22
JCES112	Basic Entrepreneurship Skills	30	60	60	4
JCGC 111	Real-life Project	00	120	60	4
	Total	120	660	450	30

Year 1 Semester 2

Code	Module Name	LH	PH	CH	CU
JCGC 121	Undergarments	90	480	330	22
JCCA122	Basic Computer Application	30	60	60	4
JCGC 121	Real-life Project	00	120	60	4
	Total	120	660	450	30
	Recess				
JCIT 121	Industrial Training 1	00	120	60	4

Year 2 Semester 1

Code	Module Name	LH	PH	CH	CU
JCGC 211	Men's wear	90	600	390	26
JCGC 211	Real-life Project	00	120	60	4
	Total	90	720	450	30

Year 2 Semester 2

Code	Module Name	LH	PH	CH	CU
JCGC 221	Women's garments	90	480	330	22
JCBR 222	Basic English and Communication Skills	30	60	60	4
JCGC 221	Real-life Project	00	120	60	4
	Total	120	660	450	30
	Recess 2				
JCIT 222	Industrial Training	00	120	10	4

Year 3 Semester 1

Code	Module Name	LH	PH	CH	CU
JCGC 311	Bags	90	510	345	23
JCBK 312	Basic Business Kiswahili	30	30	45	3
JCGC 311	Real-life Project	00	120	60	4
	Total	120	660	450	30

Year 3 Semester 2

Code	Module Name	LH	PH	CH	CU
JCGC 321	Textile Production	90	600	390	26
JCGC 321	Real-life Project	00	120	60	4
	Total	90	720	450	30
	Recess				
JCIT 323	Industrial Training 3	00	120	60	4

Detailed Module Description for Year 1 Semester 1

Year 1 Semester 1					
Code	Module Name	LH	PH	CH	CU
JCGC 111	Children's Wear	90	480	330	22
JCES112	Basic Entrepreneurship Skills	30	60	60	4
JCGC 113	Real-life Project	00	120	60	4
	Total	120	660	450	30



MODULE CODE AND NAME: JCGC 111 CHILDREN'S WEAR

Contact Hours: 330

Credit Units: 22

Overview

This module equips a trainee with knowledge and skills to produce different children's wear; pinafore, baby's frocks, baby's dresses, girls school uniforms, t/shirt, babies' shirts, baby's shorts.

Sub-module 1: Pinafore

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a baby pinafore.

Duration: 50 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies various designs for pinafore. ii) Selects suitable materials and fasteners for making pinafores. iii) Takes measurements for different sizes of pinafores. iv) Cuts out patterns for pinafore parts. v) Saws the pinafores with neat finishes. vi) Folds and packs pinafores. 	<ul style="list-style-type: none"> a) Designs of pinafore b) Bib and brace c) Empire waist d) V neck e) Materials for pinafore. f) Size of pinafore: g) Direct (length and girth) h) Checked (standard size chart) i) Patterns for pinafores: j) Laying patterns for pinafore k) Cutting fabric l) Threading the sewing machine m) Stitching pinafore n) Putting finishes 	<ul style="list-style-type: none"> 1) Ask trainees to visit a pinafore boutique to identify different designs of the baby pinafores. 2) Display a variety of pinafore making materials for trainees to familiarise with their uses. 3) Guide trainees through a demonstration to make measurements for different sizes of pinafores. 4) Guide trainees through a demonstration to carefully lay and cut fabrics for making pinafores. 5) Guide trainees as they thread the sewing machine. 6) Demonstrate how to stitch parts of a pinafore and let trainees practise the stitching. 7) Guide trainees in a demonstration on the application of various finishes.

Competencies	Content	Teaching and Learning Strategies
	o) Folding and parking	8) Let trainees demonstrate different folds for parking pinafores.

Assessment Activities

Assign the trainee to:

- Design different fashions of pinafores.
- Identify suitable fabrics for making pinafores.
- Make a pinafore and brand the product.

Teaching and Learning Resources

- Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- Materials: Cotton fabrics, polyester, wool, silk, trimmings, and sewing threads
- Protective wears: Apron, thimble, mask, closed shoes

Sub-module 2: Baby Frocks

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a baby frock.

Duration: 50 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for baby frocks. ii) Selects suitable materials and fasteners for	a) Designs of baby frocks: i) Yoke with gathered skirt ii) Brace support with flared skirt iii) Puffed sleeves and collar	1) Guide trainees to research on the Internet the different designs of baby frocks. 2) Lead a guided discussion on suitable fabrics for baby frocks and ask trainees to take note. 3) Guide trainees through a demonstration on taking

Competencies	Content	Teaching and Learning Strategies
baby frocks. iii) Makes appropriate measurements for baby frocks. iv) Lays patterns and cuts out fabrics for making baby frocks. v) Stitches baby frocks with neat finishes. vi) Folds neatly and parks baby frocks.	b) Materials for baby frocks. c) Sizes of baby frocks: i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for baby frocks: i) Laying patterns for baby frocks ii) Cutting fabric iii) Stitching baby frocks iv) Putting finishes e) Folding and parking	direct measurements for baby frocks in comparison with standard size chart and ask them to practise taking measurements for baby frocks. 4) Illustrate pattern making and let trainees practise. 5) Guide trainees to demonstrate pattern laying and cutting for baby frocks. 6) Lead a demonstration on the stitching of baby frocks. 7) Guide a demonstration on the application of finishes and let trainees practise. 8) Lead trainees to demonstrate how to fold and park baby frocks for customers.

Assessment Activities

Assign the trainee to:

- i) Design different fashions of baby frocks.
- ii) Select suitable fabrics for making baby frocks.
- iii) Make baby frocks, brand and package the product.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- 2) Materials: Cotton fabrics, polyester, wool, silk, sateen, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 3: Baby Dresses

Learning Outcome

By the end of the sub-module, the trainee will be able to design and make baby dresses.

Duration: 60 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies the designs for baby frocks. ii) Selects suitable materials and fasteners for baby frocks. iii) Makes appropriate measurements for baby frocks. iv) Lays patterns and cuts fabrics for making baby frocks. v) Stitches baby frocks with neat finishes. vi) Folds neatly and parks baby frocks.	a) Designs of baby dresses: i) Sac dress ii) Tailored dresses iii) Gathered/pleated b) Materials for baby dresses c) Sizes of baby dresses: i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for baby dresses: i) Laying patterns ii) Cutting fabric iii) Stitching iv) Putting finishes e) Folding and parking	1) Ask trainees to visit tailors for baby dresses to identify the different designs. 2) Display a variety of materials for making baby's dresses for trainees to familiarise with their uses. 3) Guide trainees through a demonstration to make measurements for different sizes of baby dresses. 4) Guide trainees through a demonstration to carefully lay and cut fabrics for making baby dresses. 5) Demonstrate how to stitch parts of a dress and let trainees practise the stitching of baby dresses. 6) Guide trainees in a demonstration on the application of finishes to baby dresses. 7) Let trainees demonstrate the folding and parking of baby dresses.

Assessment Activities

Assign the trainee to:

- i) Design baby dress fashions.
- ii) Make patterns of baby dresses.
- iii) Lay and cut garment for baby dresses.
- iv) Make the baby dresses.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- 2) Materials: Cotton fabrics, polyester, wool, silk, sateen, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 4: Baby Shorts

Learning Outcome

By the end of the sub-module, the trainee will be able to design and make baby shorts.

Duration: 50 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies the designs for baby shorts. ii) Selects suitable materials and fasteners for baby shorts. iii) Makes appropriate measurements for baby shorts. iv) Lays patterns and cuts fabrics for making baby shorts. v) Stitches baby shorts with neat finishes. vi) Folds neatly and parks baby shorts.	a) Designs of baby shorts: i) Elasticated plain top ii) Back elastic iii) Pleated front b) Materials for baby shorts c) Sizes of baby shorts: i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for baby shorts: i) Laying patterns for baby shorts ii) Cutting fabric iii) Stitching iv) Finishes e) Folding and parking	a) Ask trainees to visit a baby shorts boutique to identify the different designs and make their sketches. b) Display a variety of materials for making baby shorts for trainees to familiarise with their uses. c) Guide trainees through a demonstration to make measurements for different sizes of baby shorts. d) Guide trainees through a demonstration to carefully lay and cut fabrics for making baby shorts. e) Demonstrate how to stitch parts of a short and let trainees practise the stitching of baby shorts. f) Guide trainees in a demonstration on the application of finishes to baby shorts. g) Let trainees demonstrate the folding and parking of baby shorts.

Assessment Activities

Assign the trainee to:

- i) Make patterns of baby shorts.
- ii) Lay and cut fabrics for making baby shorts.
- iii) Make and stitch baby shorts.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- 2) Materials: Cotton fabrics, polyester, wool, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 5: Baby Shirts

Learning Outcome

By the end of the sub-module, the trainee will be able to design and make baby shirts.

Duration: 60 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies the designs for baby shirts. ii) Selects suitable materials and fasteners for baby shirts. iii) Makes appropriate measurements for baby	a) Designs of baby shirts: i) Faced neckline ii) Collared shirt iii) Yoked shirt iv) Decorated neckline shirt b) Materials for baby shirts. c) Sizes of baby shirts: i) Direct (length and girth). ii) Checked (standard size chart)	1) Assign trainees to visit a baby shirts boutique to identify the different designs and make their sketches. 2) Display a variety of materials for making baby shirts for trainees to familiarise with their uses. 3) Guide trainees through a demonstration to make measurements for different sizes of baby shirts. 4) Guide trainees through a demonstration to carefully lay and cut fabrics for making

Competencies	Content	Teaching and Learning Strategies
shirts. iv) Lays patterns and cuts fabrics for making baby shirts. v) Stitches baby shirts with neat finishes. vi) Folds neatly and parks baby shirts.	d) Patterns for baby shirts i) Laying patterns for baby shirts ii) Cutting fabric iii) Stitching baby shirts. iv) Finishes e) Folding and parking	baby shirts. 5) Demonstrate how to stitch parts of a short and let trainees practise the stitching of baby shirts. 6) Guide trainees in a demonstration on the application of finishes to baby shirts. 7) Let trainees demonstrate the folding and parking of baby shirts.

Assessment Activities

Assign the trainee to:

- i) Design different fashions of baby shirts.
- ii) Make patterns of baby shirts.
- iii) Lay and cut garment parts for baby shirts.
- iv) Make baby shirts.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- 2) Materials: Cotton fabrics, polyester, wool, satin/sateen, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 6: Girls' School Uniforms

Learning Outcome

By the end of the sub-module, the trainee will be able to design and make girls' school uniforms.

Duration: 60 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies the designs for the girls' school uniform. ii) Selects suitable materials and fasteners for baby shirts. iii) Makes appropriate measurements for girls' school uniform. iv) Lays patterns and cuts fabrics for making girls' school uniform. v) Stitches girls' school uniform with neat finishes. vi) Folds neatly and parks girls' school uniform. 	<ul style="list-style-type: none"> a) Designs of girls' school uniforms with: <ul style="list-style-type: none"> i) Decorated yoke with pleated skirt ii) Puff sleeves with flared skirt iii) Sleeveless with flat collar b) Materials for girls' school uniforms c) Sizes of girl's school uniform: <ul style="list-style-type: none"> i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for girls' school uniform <ul style="list-style-type: none"> i) Laying patterns for girls' school uniform ii) Cutting fabrics 	<ul style="list-style-type: none"> 1) Take out trainees for a study tour to a tailor for girls' uniforms to identify the different designs and make their sketches. 2) Display a variety of materials for making girls' school uniforms for trainees to familiarise with their uses. 3) Guide trainees through a demonstration to make measurements for different sizes of girls' school uniforms. 4) Guide trainees through a demonstration to carefully lay and cut fabrics for making girls' school uniforms. 5) Demonstrate how to stitch parts of a uniform and let trainees practise the stitching of girls' school uniforms.

Competencies	Content	Teaching and Learning Strategies
	iii) Stitching girls' school uniforms iv) Finishes e) Folding and parking	6) Guide trainees in a demonstration on the application of finishes to girls' school uniforms. 7) Let trainees demonstrate the folding and parking of girls' school uniforms.

Assessment Activities

Assign the trainee to:

- Design different fashions of girls' uniforms.
- Make patterns of girls' uniforms.
- Lay and cut garment parts for girls' school uniforms.
- Make girls' school uniforms.

Teaching and Learning Resources

- Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers
- Materials: Cotton fabrics, polyester, wool, silk, trimmings, and sewing threads
- Protective wears: Apron, thimble, mask, closed shoe

Suggested Reading Materials

Aldrich, W. (2019). Metric pattern cutting for children's wear and babywear. John Wiley & Sons.

Lee, J., & Steen, C. (2014). Technical sourcebook for designers. A&C Black.

Link for pinafore dress for children's wear

Rissanen, T. (2012). 3.4 Designing Endurance. In shaping sustainable fashion (pp. 127-138). Routledge.

Rissanen, T. I. (2013). Zero-waste fashion design: a study at the intersection of cloth, fashion design and pattern cutting (Doctoral dissertation).

Support module one

JCES 112: basic entrepreneurship skills

Contact Hours: 60

Credit Units: 4

Module Overview

This module within the module will equip the trainee with creative and innovative skills and ability to look out for opportunities by manipulating the natural and human-made resources into business. It is intended to make the trainee develop a positive career attitude towards entrepreneurship as a means of making a living. It covers units concerning scanning the environment for business opportunities, planning a business, communication skills, business ethics and book-keeping.

Sub-module 1: Concepts of Entrepreneurship

Learning Outcome

By the end of this sub-module, the trainee will be able to demonstrate the qualities of a good entrepreneur.

Duration: 04 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Defines entrepreneur and entrepreneurship. ii) Demonstrates the qualities of an entrepreneur. iii) Analyses the benefits of being an entrepreneur. 	<ul style="list-style-type: none"> a) Meaning of entrepreneur and entrepreneurship b) Qualities of an entrepreneur c) Benefits of being an entrepreneur 	<ul style="list-style-type: none"> 1) Let trainee brainstorm the meaning of entrepreneur and entrepreneurship. 2) Lead a guided discussion on the qualities of a good entrepreneur. 3) Group trainees and let them discuss the benefits and barriers of entrepreneurship.

Assessment Activities

Let the trainee identify the benefits of entrepreneurship development in his/her community and come up with live examples of prominent entrepreneurs for presentation in class.

Teaching and Learning Resources

- 1) Training manuals on meaning, characteristics, types and challenges facing entrepreneurs
- 2) Video clips on types, roles and characteristics of entrepreneurs
- 3) Business magazines
- 4) Compendiums about entrepreneurs
- 5) Charts showing different types of entrepreneurs

Sub-module 2: Business Start-up

Learning Outcome

By the end of this sub-module, the trainee will be able to analyse the factors, processes and challenges involved in starting a small business.

Duration: 06 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: <ol style="list-style-type: none"> i) Illustrates the steps to follow when starting a business venture. ii) Explains the factors to consider when starting a business. iii) Identifies the sources of capital 	<ol style="list-style-type: none"> a) Process of starting a business b) Factors to consider when starting a small-scale business: <ol style="list-style-type: none"> i) Sole proprietorship ii) Partnership c) Sources of capital for small scale businesses 	<ol style="list-style-type: none"> 1) Guide trainees through illustration on the process of starting a business venture. 2) Let trainees discuss, in groups, the factors considered when selecting a business venture. 3) Guide a brainstorming session on the sources

Competencies	Content	Teaching and Learning Strategies
for small scale businesses.		of capital for small scale enterprises.

Assessment Activities

- i) Let the trainee carry out research using the Internet and library resources on the forms of business ownership and make PowerPoint presentations.
- ii) Give the trainee assignment to research the causes of business success and failure in Uganda.

Teaching and Learning Resources

- 1) Training manuals on business start-up process
- 2) Video clips on steps taken when starting a business venture
- 3) Study manuals on forms of business ownership (sole proprietorship and partnership)
- 4) Computer
- 5) Compendiums about entrepreneurs
- 6) Journal articles on business start-up process
- 7) Business magazines on business start-up process
- 8) Newspaper articles on business start-up process
- 9) Proceedings of conferences on business start-up process

Sub-module 3: Business Planning

Learning Outcome

By the end of this sub-module, the trainee will be able to make a business plan and budget for the start-up resources.

Duration: 8 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies the elements of a business plan. ii) Prepares a business plan following the required steps. iii) Justifies the importance of a business plan.	a) Elements of a business plan b) Making a business plan c) Importance of a business plan	1) Lead a guided discussion on the elements of a business plan. 2) Use illustrations to guide trainees to make simple business plans. 3) Let trainees discuss, in groups, the importance of business plans.

Assessment Activities

Ask each trainee to prepare a sample business plan with a budget and present to the rest of the class.

Teaching and Learning Resources

- 1) Study manuals on business planning
- 2) Sample business plans
- 3) Sample of business budget
- 4) Business magazines on business planning
- 5) Government publications on business planning
- 6) Journal articles showing business planning
- 7) Proceedings of conferences on business planning

Sub-module 4: Marketing for Small Business Enterprises

Learning Outcome

By the end of this sub-module, the trainee will be able to market small business products.

Duration: 16 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Explains the differences between marketing and selling. ii) Discusses the key elements that make up a marketing mix. iii) Demonstrates creative selling and advertising. 	<ul style="list-style-type: none"> a) Marketing and Selling b) The marketing mix: <ul style="list-style-type: none"> i) Product ii) Price iii) Place iv) People c) Creative selling and advertising 	<ul style="list-style-type: none"> 1) Lead a guided class discussion on the marketing activities. 2) Use a case study to demonstrate to trainees the importance of the marketing mix. 3) Invite a marketing officer to guide trainees through demonstration of creative selling and advertising.

Assessment Activities

Give the trainee homework:

- i) to research how the 4 key elements of marketing mix affect business and make classroom presentations.
- ii) design a simple advert for a business.

Teaching and Learning Resources

- 1) Study manual of marketing
- 2) Video clips on marketing mix
- 3) Free publicity and promotional materials
- 4) Government publications on marketing
- 5) Journal articles of marketing
- 6) Proceedings of conferences in marketing

Sub-module 5: Business Ethics

Learning Outcome

By the end of this sub-module, the trainee will be able to exhibit acceptable ethical behaviour for business.

Duration: 08 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Defines ethics in relation to business. ii) Demonstrates the behaviour required in business. iii) Justifies the benefits of ethical behaviour in business. iv) Identifies the parties to business ethics.	a) Meaning of ethics b) Ethical behaviour in business. c) Customer care d) Benefits of business ethics e) Parties to business ethics	1) Let trainees brainstorm the meaning of business ethics. 2) Group trainees to role-play business ethics. 3) Through case studies let trainees identify the benefits of practising business ethics. 4) Lead a discussion on the parties to business ethics.

Assessment Activities

Assign the trainee to discuss in groups the:

- Benefits of ethics in business.
- Roles of different parties to business.

Teaching and Learning Resources

- Study manuals on ethical behaviour in business
- Video clips on business ethics
- Proceedings of conferences on business ethics

Sub-module 6: Government Revenue and Taxation

Learning Outcomes

By the end of this sub-module, the trainee will be able to:

- i) Identify the sources of government revenue.
- ii) Appreciate the need for taxes.
- iii) Calculate simple domestic taxes

Duration: 18 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ol style="list-style-type: none"> i) Explains the concept of government revenue. ii) Identifies the sources of revenue for the government of Uganda. iii) Explains the uses of government revenue. iv) Differentiates between direct and indirect taxes. v) Analyses the rights and obligations of a taxpayer. vi) Defines the concept of tax 	<ol style="list-style-type: none"> a) Meaning of government revenue b) Sources of Uganda government revenue: <ol style="list-style-type: none"> i) Tax revenues ii) Non- tax revenues c) Uses of government revenue d) Types of taxes: <ol style="list-style-type: none"> i) Direct taxes (advantages and disadvantages) ii) Indirect taxes (advantages and disadvantages) e) Rights and obligations of a 	<ol style="list-style-type: none"> 1) Conduct a brainstorming session on the meaning of government revenue. 2) Guide trainees in a discussion on the sources of Uganda government revenue. 3) Let trainees research on the uses of government revenue and make presentations. 4) Invite a tax official to guide trainees on the challenges encountered in raising government revenue. 5) Lead a guided discussion on the types of taxes in Uganda. 6) Use a video clip to guide trainees on the advantages and disadvantages of direct

Competencies	Content	Teaching and Learning Strategies
<p>compliance.</p> <p>vii) Analyses the benefits of tax compliance to the taxpayer, community, and government.</p> <p>viii) Computes individual taxes.</p> <p>ix) Observes the tax requirements for international trade.</p>	<p>taxpayer.</p> <p>f) Tax compliance:</p> <p>i) Elements of tax compliance (Registration, recordkeeping, filing tax returns, payment of tax)</p> <p>ii) Benefits of tax compliance and effects of non – tax compliance.</p> <p>g) Calculation of individual income tax and employment income tax</p> <p>h) Taxes charged in international trade:</p> <p>i) Import duty</p> <p>ii) Export duty</p>	<p>and indirect taxes.</p> <p>7) Through a case study, let trainees identify the rights and obligations of a taxpayer.</p> <p>8) Use a video show to guide trainees on the benefits of tax compliance and the effects of non-tax compliance.</p> <p>9) Guide trainees through illustrations to calculate the different types of domestic taxes.</p> <p>10) Let trainees discuss, in groups, the types of taxes charged in international trade.</p>

Assessment Activities

Give the trainee assignments to:

- Visit any local government offices and find out how Uganda revenue is obtained and how it is used.
- Discuss, in groups, and make presentations on the rights and obligations of a tax payer.

- iii) Research the challenges faced by URA and the local government in administering taxes in Uganda.
- iv) Calculate taxes charged on a given commodity.

Teaching and Learning Resources

- 1) Newspaper extracts on Uganda Government revenue
- 2) Magazines on government funded projects
- 3) Audio and video clips on Uganda government revenue
- 4) URA tax guides
- 5) Video clips on direct and indirect taxes
- 6) Government documents on taxation e.g., URA Manuals and Acts on taxation
- 7) Newspaper articles and magazines on taxation
- 8) Journals on taxation
- 9) Taxation charts
- 10) URA guidelines on tax administration
- 11) Tax administration manuals from Local Government
- 12) Newspaper articles and business magazines on tax administration in Uganda
- 13) Visual clips on tax administration in Uganda
- 14) URA manual /instructional kits on tax compliance
- 15) URA handbooks on tax compliance
- 16) Tax computation templates
- 17) Calculator
- 18) Computer and internet resources

Suggested Reading Materials

Bahemuka Pius K. (2012): Income Tax in Uganda, 3rd edition. The New Vision Printing & Publishing Company Ltd, Kampala Uganda.

Brychan, T. Miller, C. and Lyndon, M., (2011). Innovation and Small Businesses, Vol.1. London, Book Boon Publishers.

Fiumns, J.A. & Spirelli, S. (2013). New Venture Creation and Entrepreneurship for the 21st Century (6th Ed.). Boston McGowan-Hill.

Greg, B. (2006). Six Sigma for Small Business. Texas, Entrepreneur Press.

Income Tax Act (Amendment) Act, 2022. The Uganda Gazette No. 13, Vol. CXII.

Jeanne, H. (2017). Principles of Entrepreneurship. US Department of State Publishers.

Mugume, C. (2014). Managing Taxation in Uganda. Second Edition. Kampala, Uganda: Makerere University Printing Press.

Taxation and Tax Management (FA84), ACCA Study Text

Timmons, J. A & Spinelli S. (2013). New Venture Creation and Entrepreneurship for the 21st Adair, J. Pan Macmillan Ltd., London.

Timmons, J.A. & Spinelli, S. (2011). New Venture Creation and Entrepreneurship for the 21st Century (6th Ed.). McGraw-Hill, Boston.

Tumuhimbise M. (2010). Introduction to Taxation in Uganda. Kampala, Uganda: Makerere University Business School.

Uganda Revenue Authority (2021/22). Tax Amendment Booklet

Uganda Revenue Authority (2022). Taxation Handbook, A full Guide to Taxation in Uganda: Fifth Edition.

Zahara, S. & Dess, G.G. (2011). Entrepreneurship as a field of Research. Academy of Review.

Module Code and Name: JCGC 113 Real-Life Project for Children's Wear

Duration: 60 hours

Credit Units: 4

Overview

This module will introduce the trainee to real-life activities that will motivate him/her to look out for business opportunities in the area of children's wear. It will also enable him/her to develop his/her skills to plan and work in a real-life context.

Learning Outcome

By the end of this module, the trainee will be able to identify a project, plan for the source of funds and start up a real-life project.

Project Identification and Planning

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies business opportunities. ii) Selects a project for implementation. iii) Identifies required resources for the selected project. iv) Generate a plan and a budget for the project. v) Writes a feasibility report 	<ul style="list-style-type: none"> a) Identification of required resources. b) Planning and budgeting. c) Mobilization of resources for the selected project. d) Samples possible projects: <ul style="list-style-type: none"> i) Pinafore ii) Baby frock iii) Baby dress iv) Baby pair of short v) Baby shirt 	<ul style="list-style-type: none"> 1) Organise a guided study tour and let the trainees identify problems within their communities which they can transform into business opportunities. 2) Guide a class discussion on possible sources of funding the project. 3) Illustrate a budget for a simple real-life project. 4) Conduct a group discussion on the selection of a real-life project to be set up. 5) Demonstrate how to write a feasibility report of a real-

Competencies	Content	Teaching and Learning Strategies
of a real-life project.	vi) Girls' school uniform	life project and task trainees to write the project report

Suggested Reading Materials

Aldrich, W. (2010). Metric pattern cutting for children's wear and babywear. John Wiley & Sons.

Han, G. H. (2019). A Study on Fashion Design Using Korean-Style Emotional Characters I-Design of Children's Wear Based on Korean Traditional Patterns. Journal of the Korea Fashion and Costume Design Association, 11(2), 131-142.

Park, J. J. H., & Nam, Y. J. (2009). Children's wear design considering physical changes of children and fashion pSuggested Reading Materials of children and parents. Journal of the Korean Society of Clothing and Textiles, 33(4), 598-610.

Detailed Module Description for Year 1 Semester 2

Year 1 Semester 2					
Code	Module Name	L	P	CH	CU
JCGC 121	Undergarments	100	460	330	22
JCCA122	Basic Computer Application	30	60	60	4
JCGC 123	Real-life Project	10	100	60	4
	Total	140	620	450	30



Module Code and Name: JCGC 121 Undergarments

Contact Hours: 330

Credit Units: 22

Overview

This module is intended to equip the trainee with knowledge and skills to design and make different types of underwear. The trainee will learn how to make pyjamas, panties, knickers, petticoats, brassieres, and/or leggings.

Sub-module1: Pyjama

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a simple pyjama.

Duration: 50 Hours

Competences	Content	Teaching and Learning Strategies
The trainee: i) Identifies the materials and fasteners for making pyjamas. ii) Sets the tools and equipment for making pyjamas. iii) Determines the pyjama design and lays the pattern for material cutting. iv) Cuts and stitches the pyjama pieces. v) Applies neat finishes on the stitched and folds for packing.	a) Materials and fasteners for making pyjamas. b) Tools and equipment used in making pyjamas. c) Pyjama designs: i) Elasticated ii) Fly fronted with back elastic iii) Sport pyjamas with contrasting side strips d) Pyjama pattern making: i) Material estimate ii) Laying patterns. iii) Cutting pyjama parts. iv) Stitching v) Finishing e) Folding and parking	1) Take trainees to a pyjama making factory to get exposure of the materials, tools and equipment, used in making pyjamas. 2) Use a video clip to instruct trainees on various pyjamas designs for their reference." Guide trainees through a demonstration to lay patterns on standard size charts, cut, and stitch together the pyjama parts. 3) Demonstrate the different finishes applied on pyjamas for trainees to practise and make neat folds.

Assessment Activities

Give the trainee assignments to:

- i) Design and make pyjama patterns on charts.
- ii) Cut out garment parts and make pyjamas.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/ wall nails/ wall hooks) and Wardrobe
- 2) Materials: cotton fabrics, trimmings, sewing threads
- 3) Protective wears: apron, thimble, mask, closed shoes

Sub –Module 2: Boys' Underpants

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a boys' underpants

Duration: 50 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ol style="list-style-type: none">i) Selects materials and fasteners for making boys' underpants.ii) Determines the preferred design and size for the boys' underpants to be made.iii) Makes patterns for cutting underpants	<ol style="list-style-type: none">a) Materials for making panties.b) Designs of boys' underpants:<ol style="list-style-type: none">i) Briefsii) Boxeriii) Midway briefsiv) Trunksv) Jockstrapsc) Sizes of boys' underpants:<ol style="list-style-type: none">i) Direct (length and girth).ii) Checked (standard size	<ol style="list-style-type: none">1) Display various materials, tools, and equipment used for making boys' underpants for the trainees to get exposure and familiarise with their uses.2) Use a video clip to instruct trainees on various designs of boys' underpants to enhance their understanding. Guide trainees through a demonstration to lay

Competencies	Content	Teaching and Learning Strategies
<p>pieces.</p> <p>iv) Stitches and puts finishes on the boys' underpants.</p> <p>v) Folds and packs the made underpants.</p>	<p>chart)</p> <p>d) Patterns for boys' underpants.</p> <p>i) Laying patterns.</p> <p>ii) Stitching</p> <p>iii) Finishing</p> <p>e) Folding and parking</p>	<p>patterns on standard size charts, cut, and stitch together the pieces to make boys' underpants.</p> <p>3) Demonstrate the different finishes applied on boys' underpants for learners to practise and make neat folds.</p>

Assessment Activities

Give the trainee assignments to:

- Design and make panty patterns on charts.
- Cut out garment parts and make boys' underpants.

Teaching and Learning Resources

- Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/ wall nails/ wall hooks) and wardrobe.
- Materials: Light weight cotton fabrics, jersey, denim, corduroy, lightweight wool, elastic, bias binding, trimmings, and sewing threads.
- Protective wears: apron, thimble, mask, closed shoes.

Sub-module 3: Girls' Knickers

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make girls' knickers.

Duration: 50 Hours

Competences	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Selects materials and fasteners for making girls' knickers. ii) Determines the preferred design and size for the girls' knickers to be made. iii) Makes patterns for cutting knicker pieces. iv) Stitches and puts finishes on the girls' knickers. v) Folds and packs the made knicker. 	<ul style="list-style-type: none"> a) Materials and fasteners for girl's knickers b) Designs of girls' knickers: <ul style="list-style-type: none"> i) Gee-string ii) Hipster iii) Full briefs iv) Bikini v) Brazilian c) Sizes of knickers: <ul style="list-style-type: none"> i) Direct (length and girth) ii) Checked (standard size chart) d) Knicker patterns and laying <ul style="list-style-type: none"> i) Cutting pieces for knicker parts. ii) Stitching iii) Finishing e) Folding and parking 	<ul style="list-style-type: none"> 1) Display various materials, tools, and equipment used for making girls' knickers for the trainees to get exposure and familiarise with their uses. 2) Use a video clip to instruct trainees on various designs of girls' knickers underwear to enhance their understanding. 3) Guide trainees through a demonstration to lay patterns on standard size charts, cut, and stitch together the pieces to make girls' knickers. 4) Demonstrate the different finishes applied on girls' knickers for trainees to practice and make neat folds.

Assessment Activities

Give trainees assignments to:

- i) Make patterns on charts to design girls' knickers.
- ii) Cut out garment parts and make girls' knickers.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) Materials: Jersey, silk fabrics, knitted fabrics, lace fabrics, trimmings, sewing threads
- 3) Protective wears: apron, thimble, mask, closed shoes

Sub – Module 4: Brassiere Making

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a brassiere.

Duration: 45 Hours

Competencies	Content	Teaching and learning strategies
The trainee: i) Selects materials and fasteners for making brassieres. ii) Determines the preferred design and size for the brassiere to be made. iii) Makes patterns for	a) Materials and fasteners for brassiere b) Brassiere designs: i) Sports ii) Full cup iii) Push up iv) Bandeau v) Strapless c) Sizes of Brassieres: i) Direct (length and girth) ii) Checked (standard size)	1) Display various materials, tools, and equipment used for making brassieres for the trainees to get exposure and familiarise with their uses. 2) Use a video clip to guide trainees on the different designs of brassieres for them to take note.

Competencies	Content	Teaching and learning strategies
cutting brassieres. iv) stitches and puts finishes on the brassiere. v) folds and packs the made brassiere.	chart) d) Brassiere Patterns: i) Cutting parts for Brassiere ii) Seaming parts of Brassiere iii) Finishes e) Folding and parking	3) Guide trainees through a demonstration to lay patterns on standard size charts, cut, and stitch together the pieces to make girl's brassieres. 4) Demonstrate the different finishes applied on brassieres for learners to practice and make neat folds.

Assessment Activities

Give the trainee assignments to:

- i) Make brassiere designs on charts.
- ii) Cut out garment parts and make brassieres.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) Materials: cotton fabrics, stuffing/sponge, cup fabrics, band fabrics underwire and wire casing, strappings, trimmings, and sewing threads
- 3) Protective wears: apron, thimble, mask, closed shoes

Sub-module 5: Vest Making

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make an men's vest.

Duration: 45 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Selects materials for making vests. ii) Determines the preferred design and size for the vest to make. iii) Makes patterns for cutting vests. iv) Stitches and puts finishes on the vests. v) Folds and packs the made vest.	a) Materials for making vests b) Vest Designs: i) Men's body fit/slimming ii) Gym iii) Athletics iv) Tank top v) Sizes of vests: vi) Direct (length and girth) vii) Checked (standard size chart) c) Patterns for vests i) Laying patterns ii) Joining parts of vest iii) Finishing d) Folding and parking	1) Provide pre-visit materials or video clips to introduce trainees to the vest making process, materials, tools and equipment. 2) Take trainees to a vest making factory to get exposure to the materials, tools and equipment, used in making vests. Encourage trainees to actively engage by asking questions during the factory visit. 3) Provide a follow up with a discussion session after the visit to reinforce key learnings and address any queries. 4) Guide trainees through a step-by-step demonstration on how to lay out patterns on standard size charts, cut the materials, and stitch together the different parts of the vest. Receive individualised feedback and provide support to ensure that each trainee understands and can execute the process effectively.

Competencies	Content	Teaching and Learning Strategies
		<ol style="list-style-type: none"> 5) Provide examples or samples of well-finished vests for trainees to analyse and learn from. 6) Offer additional resources, such as online tutorials or articles, for trainees to further explore different finishing techniques. 7) Demonstrate the different finishes applied on vests for trainees to practise and make neat folds. 8) Invite a guest speaker from the vest making industry to share his/her expertise and experiences with trainees. 9) Conduct a group discussion on the importance of neat finishes in vest and how it impacts the overall quality.

Assessment Activities

Give the trainee assignments to:

- i) Make vest designs on charts.
- ii) Cut out garment parts and make vests.

Teaching and Learning Resources

- 1) Tools and Equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, Storage equipment (hangers/cases/ wall nails/ wall hooks) and Wardrobe.
- 2) Materials: light weight cotton fabrics, denim, corduroy, lightweight wool, trimmings, bias binding, and sewing threads.
- 3) Protective wears: apron, thimble, mask, closed shoes.

Sub-module 6: Petticoats

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a petticoat.

Duration: 45 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Selects materials for making a petticoat. ii) Determines the preferred design and size for the petticoat. iii) Makes patterns for cutting the petticoat. iv) Stitches and puts finishes on the petticoat. v) Folds and packs the made petticoat.	a) Materials for making a petticoat. b) Petticoat designs: i) Full petticoats ii) Half petticoats iii) Layered petticoats c) Size of a petticoat: i) Size direct (length and girth). ii) Checked (standard size chart). d) Petticoat patterns: i) Laying patterns for petticoats. ii) Stitching petticoats iii) Finishing e) Folding and packing	1) Take trainees to a petticoat making factory to get exposure of the materials, tools and equipment, used in making petticoats. 2) Use a video clip to guide trainees on the different designs of petticoats to enhance learning. 3) Guide trainees through a step-by-step demonstration on how to lay out patterns on standard size charts, cut the materials, and stitch together the different parts of the petticoat. 4) Demonstrate the different finishes applied on petticoats for trainees to practise and make neat folds.

Assessment Activities

Give the trainee assignments to:

- 1) Design and make petticoat patterns on charts.
- 2) Cut out garment parts and make petticoats.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, Storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe.
- 2) Materials: Light weight cotton fabrics, denim, corduroy, lightweight wool elastic, trimmings, and sewing threads.
- 3) Protective wears: apron, thimble, mask, closed shoes.

Sub-module 7: Leggings

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make leggings.

Duration: 45 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Selects materials for making leggings. ii) Determines the preferred design and size for the leggings to make. iii) Makes patterns for cutting leggings.	a) Materials for making leggings b) Designs of leggings: i) Ankle length ii) Mid-calf iii) Footed and rup c) Sizes of leggings: i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for leggings i) Laying patterns	1) Take trainees to a petticoat making factory to get exposure of the materials, tools and equipment, used in making leggings. 2) Use a video clip to guide trainees on the different designs of leggings for them to take note. 3) Guide trainees through a demonstration to lay patterns on standard

Competencies	Content	Teaching and Learning Strategies
iv) Stitches and puts finishes on the leggings. v) Folds and packs the made leggings.	for leggings ii) Stitching leggings iii) Finishing e) Folding and parking	size charts, cut, and stitch together the legging parts. 4) Demonstrate the different finishes applied on leggings for trainees to practise and make neat folds.

Assessment Activities

Give the trainee assignments to:

- design and make legging patterns on charts.
- cut out garment parts and make leggings.

Teaching and Learning Resources

- Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- Materials: Light weight cotton fabrics, denim, corduroy, lightweight wool trimmings, and sewing threads
- Protective wears: Apron, thimble, mask, closed shoes

Suggested Reading Materials

Loh, T.Y., Hendricks, A.J., Hsiao, J.L., & Shi, V.Y. (2021). Undergarment and fabric selection in the management of hidradenitis suppurativa. *Dermatology*, 237(1), 119-124.

Yi, J. (2015). Textbooks and Textiles: Fashion in East Asia, 1920-1945. *International Journal of Costume and Fashion*, 15(1), 87-101.

Support Module Two

Module Name and Code: JCCA 122 Basic Computer Application

Contact Hours: 60

Credit Units: 4

Overview

This module introduces the trainee to computer application in garment and fashion design to be able to process, store and retrieve a record of information. The trainee will acquire hands-on skills in computer hardware operation for Word Processing, Excel manipulation, PowerPoint presentation and be able to use internet to research for latest fashion designs on the market.

Sub-module 1: Introduction to Computer

Learning Outcome

By the end of the module, the trainee will be able to boot a computer and clean the external parts.

Duration: 8 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Defines a computer. ii) Identifies the parts of a computer and their functions. iii) Differentiates between computer hardware and software.	a) Meaning of a computer b) Parts of a computer and their functions c) Difference between Hardware and Software	1) Lead a brainstorming session on the meaning of a computer. 2) Take trainees to a computer laboratory to discover the parts of a computer and their functions. 3) Use a computer technician to guide trainees on the differences between computer hardware and software.

Competencies	Contents	Teaching and Learning Strategies
iv) Opens and shuts a computer. v) Executes good care for a computer.	d) Computer booting and shutting e) Caring for a computer.	4) Guide trainees through demonstrations to open and shut a computer. 5) Demonstrate the care for a computer.

Assessment Activities

Assign the trainee to:

- i) discuss the functions of each computer component.
- ii) systematically start and shutdown a computer.

Teaching and Learning Resources

- 1) Computer set
- 2) UPS (power backup)
- 3) Power cables
- 4) Overhead projector

Sub-module 2: Microsoft Office Word

Learning Outcome

By the end of the module, the trainee will be able to use Microsoft Word to typeset and print a document.

Duration: 18 Hours

Competencies	Contents	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Opens a Microsoft office Word window on the computer. ii) Creates a file and a folder. iii) Names a file/folder iv) Types text and saves on a desktop. v) Formats text in different styles. vi) Formats the page layout of the text. vii) Inserts tables, page numbers, and shapes in the text. viii) Prints a document. 	<ul style="list-style-type: none"> a) Opening a Microsoft office Word b) Creating file and folder c) Naming a file and folder d) Typing and saving text e) Formatting text: <ul style="list-style-type: none"> i) Bold, underline, italics ii) Font name and size iii) Highlight colours iv) WordArt v) Line spacing vi) Paragraphing f) Page layout: <ul style="list-style-type: none"> i) Orientation ii) Margins iii) Page numbers g) Inserting tables h) Creating shapes i) Printing a document 	<ul style="list-style-type: none"> 1) Guide through demonstration to open a Word Window and type a text. 2) Demonstrate different ways of formatting a text. 3) Lead a guided discussion on how to use a keyboard to input text 4) Guide trainees through demonstration to set different page layouts of a document 5) Demonstrating the insertion and typing of text in a table. 6) Use a video clip to show trainees how to insert shapes in a document and print a hardcopy.

Assessment Activities

Assign the trainee to:

- i) Type and format a simple text and format using inbuilt formatting tools.
- ii) Save the created file in a folder.
- iii) Print out a copy of the document.

Teaching and Learning Resources

- 1) Computer set
- 2) UPS (power backup)
- 3) Power cables
- 4) Overhead projector

Sub-module 3: Microsoft Office Excel

Learning Outcome

By the end of the module, the trainee will be able to record data in a Microsoft Excel sheet.

Duration: 10 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Creates an Excel worksheet. ii) Records data in a worksheet. iii) Uses inbuilt functions and formulas to calculate data. iv) Sizes the columns and rows to fit the data and print level.	a) Opening Microsoft Excel Window b) Recording data in a worksheet c) Basic calculations: i) Additions ii) Subtractions iii) Multiplication iv) Division d) Sizing columns and rows.	1) Guide trainees through practical demonstration to open a Microsoft Excel Window. 2) Demonstrate the recording of data in the worksheet for trainees to practise. 3) Take trainees to a computer laboratory to practise the calculations using Excel functions. 4) Demonstrate for trainees to practise the sizing of columns and rows to fit the data.

Competencies	Contents	Teaching and Learning Strategies
v) Sets visible Excel borders. vi) Saves data vii) Makes selection for printing.	e) Saving data f) Printing data	5) Through guided demonstrations let trainees set visible cell borders, save, and print excel data.

Assessment Activities

Assign the trainee to:

- i) Record data in a worksheet.
- ii) Calculate numerical data using inbuilt functions.

Teaching and Learning Resources

- 1) Computer set
- 2) Printer
- 3) Power cable
- 4) Overhead projector
- 5) Excel data samples

Sub-module 4: Internet and Email

Learning Outcome

By the end of the module, the trainee will be able to get information from the Internet and communicate using electronic mails.

Duration: 12 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Connects computer to internet. ii) Searches information from the internet. iii) Justifies the importance of the internet. iv) Downloads information from the internet and save on the desktop and other external drives. v) Creates email address. vi) Opens email for information search. vii) Writes and sends email messages. viii) Downloads email attachments. ix) Attaches documents to outgoing mails.	a) Meaning of internet b) Connecting to internet c) Uses of the Internet d) Internet searching and search engines e) Downloading information from the Internet and saving f) Electronic mail: i) Creating email address ii) Opening an email iii) Writing email messages iv) Searching mails v) Downloading email attachment from incoming	1) Lead a guided discussion on the meaning of internet. 2) Guide trainees through demonstration to connect to the Internet. 3) Let trainees use their mobile telephones to surf information about the use of the Internet. 4) Guide trainees through demonstration to create email addresses. 5) Allow trainees to discover the opening of emails and write messages. 6) Let trainees demonstrate the attachment of documents to emails. 7) Invite a computer expert to guide trainees on the safety and security precautions when dealing with the

Competencies	Contents	Teaching and Learning Strategies
x) Observes safety measures for the Internet usage.	email vi) Attaching documents to outgoing email g) Safety and security when using the Internet	Internet.

Assessment Strategy

Assign the trainee to open new email addresses, write, and send to each other messages.

Teaching and Learning Resources

- 1) Computers
- 2) Internet cables and accessories
- 3) Flash discs and Compact Discs

Sub-module 5: PowerPoint Presentations

Learning Outcome

By the end of the module, the trainee will be able to design slides and make PowerPoint presentations.

Duration: 12 Hours

Competencies	Content	Teaching and Learning Activities
The trainee: i) Identifies the features of a power point presentation. ii) Creates PowerPoint slides using inbuilt formatting tools. iii) Makes PowerPoint presentations with animations.	a) Features of PowerPoint. b) Creating slides: c) Running a slide show d) Making PowerPoint presentation	1) Provide pre-training resources that introduce the basic features and functions of PowerPoint. 2) Use interactive activities or quizzes to engage trainees in discovering and identifying the features of a PowerPoint document. 3) Encourage trainees to actively participate, ask questions, and provide feedback throughout the learning process. 4) Break down the process of creating PowerPoint slides and presentations into smaller, manageable steps. 5) Provide clear and concise instructions during the demonstrations, highlighting key tips and best practices. 6) Guide trainees through demonstrations to make PowerPoint slides and presentations.

Assessment Activities

Assign the trainee to:

- i) create slides with information.
- ii) make PowerPoint presentations.

Teaching and Learning Equipment

- 1) Projector
- 2) Computer
- 3) External speakers

Suggested Reading Materials

Bazi, M, Baguma, I. & Anjoga, H. (2017). Unmasking Information Communication Technology (1st Ed.). Kampala, Uganda.

Brandley, A. (2022). Complete Networking. University of California Press, California.

Clifton, H.D. and Sutclihffe, A.G. (2020). Business Information Systems (5th Ed.). Prentice Hall, New Jersey.

Comer, D. E. (2018). Computer Networks and Internets (5th Ed.). Addison-Wesley, New Delhi.

Microsoft Word (2013) Part 1 Introduction to Word, free PDF tutorial for Beginners users.

Mikre, F. (2011). Role of information communication technology in education. Journal of Education and Sciences. Macmillan, Addis Ababa.

Moya, M. and Nyeko, S. (2019). Information and Communication Technology in Business (1st Ed.).

Mugivane, F. (2021). Introduction to Computer. Advatech Office Supplies Ltd., Nairobi.

Saleemi, N.A. (2017). Electronic Data Processing Simplified. N.A Saleemi Publishers, Nairobi, Kenya.

Sanjay S. (2020). A First Course in Computers (2nd Ed.). Vikas Publishing House.

Module Code and Name: JCGC 123 Real-Life Project for Undergarments

Contact Hours: 60

Credit Units: 4

Overview

The Real-Life Project for Undergarments module is designed to provide a trainee with practical, hands-on experience in identifying and pursuing business opportunities related to undergarments. Through a real-life activity, the trainee will develop his/her skills in planning and executing projects in a real-world context. By the end of the module, the trainee will have gained valuable insights into the undergarment industry and be equipped with the knowledge and skills necessary to pursue his/her own business ventures or contribute effectively to an existing enterprise.

Learning Outcome

By the end of this module, the trainee will be able to identify a project, plan for the source of funds and start up a real-life project.

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies business opportunities. ii) Selects an appropriate project for implementation. iii) Identifies required resources for the selected project. iv) Generate a plan and a budget for the project. v) Writes a feasibility report of a Real-life project.	a) Identification of required resources b) Planning and budgeting c) Mobilisation of resources for the selected project d) Feasibility study e) Report and make a bikini set	1) Organise a guided study tour and let the trainees identify problems within their communities which they can transform into business opportunities. 2) Guide a class discussion on possible sources of funding the project. 3) Illustrate a budget

Competencies	Content	Teaching and Learning Strategies
		<p>for a simple real-life project.</p> <p>4) Conduct a group discussion on the selection of a real-life project to be set up.</p> <p>5) Demonstrate how to write a Feasibility report of a Real-life project.</p>
<p>Sample Real-life Projects</p> <p>The trainee is expected to produce varying sizes of any of the following underwear garments as project work:</p> <ol style="list-style-type: none"> 1) Pyjamas 2) Vest 3) Knickers 4) Brassieres 5) Men's underpants 6) Leggings 		

Suggested Reading Materials

Hulme, W. H. (2013). The theory of garment-pattern making-a textbook for clothing designers, teachers of clothing technology, and senior students. Read Books Ltd.

Loh, T. Y., Hendricks, A. J., Hsiao, J. L., & Shi, V. Y. (2021). Undergarment and fabric selection in the management of hid adenitis supportive. *Dermatology*, 237(1), 119-124.

Yi, J. (2015). Textbooks and Textiles: Fashion in East Asia, 1920-1945. *International Journal of Costume and Fashion*, 15(1), 87-10

Detailed Module Description for Year 2 Semester 1

Year 2 Semester 1

Code	Module Name	L	P	CH	CU
JCGC 211	Men's Wear	90	600	390	26
JCGC 211	Real-life Project	00	120	60	4
	Total	90	720	450	30



MODULE CODE AND NAME: JCGC 211 MEN'S WEAR

Contact Hours: 390

Credit Units: 26

Overview

This module will equip the trainee with knowledge, skills, and competencies to produce different garments of men's wear. The trainee will be able to make men's shirts, shorts and simple style trousers.

Sub-module 1: Shirts

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make a shirt.

Duration: 130 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Selects materials for making	a) Materials for men's shirts b) Designs of various men's shirts:	1) Take trainees to a men's shirt making tailor to get exposure of the materials, tools and

Competencies	Content	Teaching and Learning Strategies
<p>men's shirts.</p> <p>ii) Determines the preferred design and size for the shirt to make.</p> <p>iii) Makes patterns for cutting a shirt.</p> <p>iv) Stitches and puts finishes on the shirt.</p> <p>v) Folds and packs the made shirt.</p>	<p>i) Standard tunic</p> <p>ii) Juvenile</p> <p>iii) Sports</p> <p>iv) Scout type</p> <p>v) Air crew</p> <p>vi) Decorative neckline</p> <p>vii) Russian collar</p> <p>c) Sizes of men's shirts:</p> <p>i) Direct (length and girth)</p> <p>ii) Checked (standard size chart)</p> <p>d) Patterns for men's shirts:</p> <p>i) Laying patterns for men's shirts</p> <p>ii) Stitching shirts</p> <p>iii) Finishing</p> <p>e) Folding and parking</p>	<p>equipment, used in making shirts.</p> <p>2) Use a video clip to guide trainees on the different designs of men's shirts to enhance understanding of key concepts.</p> <p>3) Guide trainees through a demonstration to lay patterns on standard size charts, cut, and stitch together the shirt parts.</p> <p>4) Demonstrate the different finishes applied on shirts for trainees to practise and make neat folds.</p>

Assessment Activities

Assign the trainee to:

- Identify design for various men's shirts.
- Take measurements.
- Choose the right fabrics.
- Choose the right fasteners.
- Interpret design/styles.
- Prepare patterns.
- Lay pattern, cut and make various garments.
- Brand and package the finished garment.
- Brainstorm the challenges faced during the production of men's shirts.

Teaching and Learning Resources

- 1) Tools and Equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/ wall hooks) and Wardrobe.
- 2) Materials: Cotton fabrics, polyester, satin/sateen, viscose, trimmings, and sewing threads.
- 3) Protective wears: Apron, thimble, mask, closed shoes.

Sub-module 2: Men's Shorts

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make men's shorts.

Duration: 130 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for men's shorts. ii) Chooses materials and fasteners for men's shorts. iii) Demonstrates the techniques of taking measurements for men's shorts. iv) Makes patterns for men's shorts.	a) Materials for men's shorts b) Designs of men's shorts: i) Pleated ii) Plain top iii) Bermuda iv) Cargo c) Sizes of men's shorts: i) Direct (length and girth). ii) Checked (standard size chart) d) Patterns for men's shorts:	1) Guide trainees to search from the Internet the different design for men's shorts. 2) Lead a demonstration on taking direct measurements for men's shorts in comparison with standard size chart. 3) Lead a guided discussion on suitable fabrics for men's shorts and ask trainees to search for various textures of fabrics swatches and write a report. 4) Demonstrate pattern-making and let trainees practise.

Competencies	Content	Teaching and Learning Strategies
v) Lays patterns for men's shorts. vi) Cuts out parts of men's shorts. vii) Stitches parts of men's shorts. viii) Applies finishes. ix) Folds and packs men's shorts.	i) Laying patterns for men's shorts. ii) Stitching men's shorts iii) Finishing e) Folding and parking	5) Guide trainees through a demonstration on pattern-laying and cutting of men's shorts and ask them to practise. 6) Guide trainees through stitching of men's shorts and let them practise. 7) Lead a demonstration on application of finishes and ask them to apply on men's short. 8) Lead trainees to demonstrate how to fold and park men's shorts for customers.

Assessment Activities

Assign the trainee to:

- design various styles of men's shorts.
- make patterns of men's shorts.
- lay and cut out garment parts on fabrics.
- make men's shorts.

Teaching and Learning Resources

- Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- Materials: Cotton fabrics, polyester, trimmings, polyester viscose and sewing threads
- Protective wears: Apron, thimble, mask, closed shoes

Sub-module 3: Men's Trousers

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make men's trousers.

Duration: 130 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for men's trousers. ii) Chooses materials and fasteners for men's trousers. iii) Demonstrates the techniques of taking measurements for men's trousers. iv) Makes patterns for men's trousers. v) Lays patterns for men's trousers. vi) Cuts out parts for men's trousers. vii) Stitches parts for men's	a) Materials for men's trousers b) Designs of men's trousers: i) Plain top ii) Pleated top iii) Three quarter (3Q) c) Sizes of men's trousers: i) Direct (length and girth) ii) Checked (standard size chart) d) Patterns for men's trousers: i) Laying patterns for men's trousers ii) Stitching men's trousers iii) Finishing	1) Guide trainees to brainstorm different men's trousers designs and ask them to note the key designs. 2) Lead a demonstration on taking direct measurements for men's trousers in comparison with standard size chart and let them practise. 3) Lead a guided discussion on suitable fabrics for men's trousers and ask trainees to search for various textures of fabrics swatches and present the report. 4) Demonstrate pattern making and let trainees practise. 5) Guide trainees through a demonstration on pattern laying and cutting of men's trousers and let them practise. 6) Guide trainees through a demonstration on stitching of men's trousers and ask them

Competencies	Content	Teaching and Learning Strategies
trousers. viii) Applies finishes. ix) Folds and packs men's trousers.	e) Folding and parking	to practise. 7) Lead a demonstration on application of finishes and let them apply on men's trousers. 8) Lead trainees to demonstrate how to fold and park men's trousers for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of men's trousers.
- ii) Make patterns of men's trousers.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make men's trousers.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) Materials: Cotton fabrics, stuffing/sponge, cup fabrics, band fabrics underwire and wire casing, strappings, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Suggested Reading Materials

Aldrich, W. (2011). Metric pattern cutting for menswear. John Wiley & Sons.

Lee, J., & Steen, C. (2014). Technical sourcebook for designers. A&C Black.

Rissanen, T. I. (2013). Zero-waste fashion design: a study at the intersection of cloth, fashion design and pattern cutting (Doctoral dissertation).

McCann, J., Hurford, R., & Martin, A. (2005). A design process for the development of innovative smart clothing that addresses end-user needs from technical, functional, aesthetic and cultural viewpoints. In Ninth IEEE International Symposium on Wearable Computers (ISWC'05) (pp. 70-77). IEEE.

Rissanen, T. (2012). 3.4 Designing Endurance. In shaping sustainable fashion (pp. 127-138). Routledge.

McCann, J., Morsky, S., & Dong, X. (2009). Garment construction: cutting and placing of materials. In Smart clothes and wearable technology (pp. 235-261). Woodhead Publishing.

Module Code and Name: JCGC 212 Real-Life Project Men's Garments

Contact Hours: 60

Credit Units: 4

Module Overview

The Real-life Project for Men's Garments module is designed to provide the trainee with practical, hands-on experience in identifying and pursuing business opportunities related to men's garments. Through real-life activity, the trainee will develop his/her skills in planning and executing projects in a real-world context. By the end of the module, the trainee will have gained valuable insights into the industry of men's garments and be equipped with the knowledge and skills necessary to pursue his/her own business ventures or contribute effectively to an existing enterprise.

Learning Outcome

By the end of this module, the trainee will be able to identify a project, plan for the source of funds and start up a real-life project.

Project Identification and Planning

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies business opportunities. ii) Selects an appropriate project for implementation. iii) Identifies required resources for the selected project. iv) Generate a plan and a budget for the project. v) Writes a feasibility report of a real-life 	<ul style="list-style-type: none"> a) Identification of required resources b) Planning and budgeting c) Mobilisation of resources for the selected project d) Feasibility study report 	<ul style="list-style-type: none"> 1) Organise a guided study tour and let trainees identify problems within their communities which they can transform into business opportunities. 2) Guide a class discussion on possible sources of funding the project. 3) Guide discussion on budget estimates for real-life project.

Competencies	Content	Teaching and Learning Strategies
project.		4) Conduct a group discussion on the selection of a real-life project to be set up. 5) Demonstrate how to write a feasibility report of a real-life project and ask trainees to practise.
Sample real-life projects The trainee is expected to produce any two of the following garments as project work: i) Men's shorts and a shirt ii) Men's trousers and shirt		

Assessment Activities

Assign the trainee to carryout feasibility study of his/her identified project and prepare a report for discussion in class.

Suggested Reading Materials

Aldrich, W. (2011). Metric pattern cutting for menswear. John Wiley & Sons.

Hayavadana, J., Arjun, D., Padmavathi, K., Tejaswini, L. R., & Prakash, C. (2022). Development of women's dressing material treated with natural extracts of Punica granatum, Rubia cordifolia, and Butea monosperma. Biomass Conversion and Biorefinery, 1-8.

Lee, J., & Steen, C. (2014). Technical sourcebook for designers. A&C Black.

Link for men's wear

McCann, J., Hurford, R., & Martin, A. (2005). A design process for the development of innovative smart clothing that addresses end-user needs from technical, functional, aesthetic and cultural viewpoints. In Ninth IEEE International Symposium on Wearable Computers (ISWC'05) (pp. 70-77). IEEE.

McCann, J., Morsky, S., & Dong, X. (2009). Garment construction: cutting and placing of materials. In Smart clothes and wearable technology (pp. 235-261). Woodhead Publishing.

Rissanen, T. (2012). 3.4 Designing Endurance. In shaping sustainable fashion (pp. 127-138). Routledge.

Rissanen, T. I. (2013). Zero-waste fashion design: a study at the intersection of cloth, fashion design and pattern cutting (Doctoral dissertation).



Detailed Module Description for Year 2 Semester 2

Year 2 Semester 2

Code	Module Name	L	P	CH	CU
JCGC 221	Women's garments	90	480	330	22
JCBR 222	Basic English and Communication Skills	30	60	60	4
JCGC 223	Real-life Project	00	120	60	4
	Total	120	660	450	30
	Recess 2				
JCGC 224	Industrial Training 1	00	120	10	4



Module Code and Name: JCGC 221 Women's Garments

Contact Hours: 330

Credit Units: 05

Overview

This module equips the trainee with knowledge and skills to produce various women's wears: work aprons, blouses, skirts and dresses.

Sub-module1: Work Apron (UNISEX)

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make aprons as one of the protective wears.

Duration: 30 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies various designs for work apron. ii) Chooses materials and fasteners for work apron. iii) Demonstrates the techniques of taking measurements for work apron. iv) Makes patterns for work apron. v) Lays patterns for work apron. vi) Cuts out parts for work apron. vii) Stitches parts for work apron. viii) Applies finishes. ix) Folds and packs aprons. 	<ul style="list-style-type: none"> a) Designs of various work apron: <ul style="list-style-type: none"> i) Bib and braces ii) Skirts /waist apron iii) Sack /full apron b) Materials for aprons c) Sizes of work apron: <ul style="list-style-type: none"> i) Direct (length and girth) ii) Checked (standard size chart) d) Making patterns for work apron e) Laying patterns for work apron f) Cutting fabrics g) Stitching work apron h) Finishes i) Folding and parking 	<ul style="list-style-type: none"> 1) Lead a guided discussion on the various designs of work aprons and trainees take note of them. 2) Guide trainees to brainstorm suitable materials used for making work aprons. 3) Lead a demonstration on direct measurements for work apron in comparison with standard size chart and ask trainees to practise. 4) Demonstrate the pattern making and let trainees practise. 5) Guide trainees through pattern laying and cutting of work aprons and let them practise. 6) Guide trainees through demonstration on the stitching of work apron let them practice. 7) Lead a demonstration on application of finishes and let them apply finishes on apron. 8) Lead trainees to demonstrate how to fold and park work apron for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of work apron.
- ii) Make patterns of work apron.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make work apron.
- v) Demonstrate care and maintenance of work aprons.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) Materials: Cotton fabrics, polyester viscose, satin/sateen, trimmings, sewing threads, cleaning agents and flat iron
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 2: Blouses

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make blouses.

Duration: 80 hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for blouses. ii) Chooses materials and fasteners for blouses. iii) Demonstrates the techniques of taking measurements	a) Designs of various blouses: b) Neckline c) Collared d) Sleeveless e) High waist tops f) Materials for blouses g) Sizes of blouses:	1) Promote research skills and creativity by guiding trainees to search on the Internet for various design of blouses and then present their findings. 2) Lead a guided discussion on taking direct measurements for blouses in comparison with standard size chart and let them practise. 3) Lead a guided discussion on suitable fabrics for blouses and

Competencies	Content	Teaching and Learning Strategies
for blouses. iv) Makes patterns for blouses. v) Lays patterns for blouses. vi) Cuts out parts for blouses. vii) Stitches parts for blouses. viii) Applies finishes. ix) Folds and packs blouses.	<p>i) Direct (length and girth)</p> <p>ii) Checked (standard size chart)</p> <p>h) Making patterns for blouses</p> <p>i) Laying patterns for blouses</p> <p>j) Cutting fabrics</p> <p>k) Stitching blouses</p> <p>l) Finishes</p> <p>m) Folding and packing</p>	<p>ask trainees to search for various textures of fabric swatches and write a report.</p> <p>4) Illustrate pattern making and let trainee's practice.</p> <p>5) Through demonstration, guide trainees laying and cutting pattern for blouses.</p> <p>6) Guide trainees in demonstrating stitching techniques specific to blouses. Provide opportunities for them to practise stitching different parts of a blouse.</p> <p>7) Conduct a demonstration on applying finishes to blouses (e.g., hemming, buttonholes). Allow trainees to practise these techniques to enhance their finishing skills.</p> <p>8) Lead trainees to demonstrate how to fold and pack blouses for customers. Emphasise proper folding techniques to maintain the quality of the finished blouses.</p>

Assessment Activities

Assign the trainee to:

- Design various styles of blouses.
- Make patterns of blouses.
- Lay and cut out garment parts on fabrics.
- Make blouses.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) Materials: Cotton fabrics, polyester viscose, silk, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 3: Skirts

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make skirts.

Duration: 50 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for skirts. ii) Chooses materials and fasteners for skirts. iii) Demonstrates the techniques of taking measurements for skirts. iv) Makes patterns for skirts. v) Lays patterns for skirts. vi) Cuts out parts for skirts.	a) Designs of various skirts: i) Straight/tubular ii) Pencil iii) A-line iv) gored Skirts with construction details b) Materials for skirts c) Sizes of skirts i) Direct (length and girth) ii) Checked (standard size chart)	1) Guide trainees to research from the Internet different designs for the skirts. 2) Lead a guided demonstration of taking direct measurements for skirts in comparison with standard size chart. 3) Lead a guided discussion on suitable fabrics for skirts and ask trainees to search for various textures of fabrics swatches and write a report. 4) Illustrate pattern making and let trainees practise. 5) Guide trainees through pattern laying and cutting

Competencies	Content	Teaching and Learning Strategies
vii) Stitches parts for skirts. viii) Applies finishes. ix) Folds and packs skirts.	d) Making patterns for various skirts e) Laying patterns for skirts f) Cutting fabrics g) Stitching skirts h) Finishes i) Folding and parking	of skirts and let them practise. 6) Guide trainees through making of skirts and let them practise. 7) Lead a demonstration on application of finishes task them to apply on skirts. 8) Lead trainees to demonstrate how to fold and park skirts for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of skirts.
- ii) Make patterns of skirts.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make skirts.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and Wardrobe
- 2) Materials: Cotton fabrics, polyester viscose, wool, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module4: Dresses

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make dresses.

Duration: 90 Hours

Competencies	Content	Teaching and learning strategies
The trainees: i) Identifies various designs for dresses. ii) Chooses materials and fasteners for dresses. iii) Demonstrates the techniques of taking measurements for dresses. iv) Makes patterns for dresses. v) Lays patterns for dresses. vi) Cuts out parts of dresses.	a) Designs of dresses: i) Bodice dresses with construction details ii) Princess line dresses iii) Sack dresses iv) Shirt dresses v) (finish the above dresses with, sleeves/sleeveless, collar or neckline) b) Materials for dresses c) Sizes of dresses: i) Direct (length and girth) ii) Checked (standard size chart) d) Making patterns for various dresses e) Laying patterns for dresses f) Cutting fabrics	1) Guide trainees to research on the Internet the different designs for dresses. 2) Lead a demonstration on taking direct measurements for dresses in comparison with standard size and let them practice. 3) Lead a guided discussion on suitable fabrics for dresses and ask trainees to search for various textures of fabrics swatches and write a report. 4) Illustrate pattern making and let trainees practise. 5) Guide on pattern laying and cutting of dresses and let them practise. 6) Guide trainees on stitching of dresses and let them practise. 7) Lead a demonstration on application of finishes and ask them to apply on dresses.

Competencies	Content	Teaching and learning strategies
vii) Stitches parts of dresses. viii) Applies finishes. ix) Folds and packs dresses.	g) Stitching dresses h) Finishes i) Folding and parking	8) Lead trainees to demonstrate how to fold and park dresses for customers.

Assessment Activities

Assign trainees to:

- i) Design various styles of dresses.
- ii) Make patterns of dresses.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make dresses.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe.
- 2) Materials: cotton fabrics, woollen, polyester viscose, silk, trimmings, and sewing threads.
- 3) Protective wears: apron, thimble, mask, closed shoes

Sub-module 5: Gomesi

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make gomesi.

Duration: 80 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for gomesi. ii) Chooses materials and fasteners for gomesi iii) Demonstrates the techniques of taking measurements for gomesi. iv) Makes patterns for gomesi. v) Lays patterns for gomesi. vi) Cuts out gomesi parts vii) Stitches parts of gomesi. viii) Applies finishes.	a) Designs of various <i>gomesi</i> : i) Full <i>gomesi</i> ii) dress <i>gomesi</i> (elasticated, panel, gathered and flared) b) Materials for <i>gomesi</i> . c) Sizes of <i>gomesi</i> : i) Direct (length and girth). ii) Checked (standard size chart). d) Making patterns for <i>gomesi</i> . e) Laying patterns for <i>gomesi</i> . f) Cutting fabrics. g) Stitching <i>gomesi</i> . h) Finishes. i) Folding and	1) Guide trainees to brainstorm different <i>gomesi</i> designs. 2) Lead a demonstration on taking direct measurements for <i>gomesi</i> and task them to practice. 3) Lead a guided discussion on suitable fabrics for <i>gomesi</i> and ask trainees to search for various textures of fabrics swatches and write a report. 4) Illustrate pattern making and let trainees practise. 5) Guide trainees through a demonstration on pattern laying and cutting of <i>gomesi</i> and let them practise. 6) Guide trainees through a demonstration on stitching of <i>gomesi</i> and task them to practise. 7) Lead a demonstration on application of finishes and ask them to apply on <i>gomesi</i> . 8) Lead trainees to demonstrate how to fold and park <i>gomesi</i>

Competencies	Content	Teaching and Learning Strategies
ix) Folds and packs gomesi.	parking.	for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of gomesi.
- ii) Make patterns of gomesi.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make gomesi.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe.
- 2) Materials: Cotton fabrics, chiffons, polyester, satin/sateen, lace fabrics, viscose, silk, trimmings, and sewing threads.
- 3) Protective wears: Apron, thimble, mask, closed shoes.

Reading Materials

Hayavadana, J., Arjun, D., Padmavathi, K., Tejaswini, L. R., & Prakash, C. (2022). Development of women's dressing material treated with natural extracts of Punica granatum, Rubia cordifolia, and Butea monosperma. Biomass Conversion and Biorefinery, 1-8.

<https://www.project-patterns.co.uk/metric-pattern-cutting-winifred-alrich-book-review/>

<https://www.williamgee.co.uk/wp-content/uploads/2020/07/The-Essential-Guide-to-Dress-by-Shoben-Pattern-Cutting-Cover-William-Gee-UK.jpg>

McCann, J., Morsky, S., & Dong, X. (2009). Garment construction: cutting and placing of materials. In Smart clothes and wearable technology (pp. 235-261). Woodhead Publishing.

JCBC 222: Basic English and Communication Skills

Contact Hours: 60

Credit Units:4

Overview

The module provides learners of Carpentry and Joinery with the opportunity to develop skills to communicate in English and get along with others through listening, speaking, writing, and interpretation of body language. Learners will be able to apply the principles and forms of communication to construct grammatically correct statements during their carpentry and joinery dealings and for further studies.

Sub-module 1: Introduction to Communication

Learning Outcome

By the end of the sub-module, the trainees should be able to identify barriers to effective communication and set mitigation measures to control them.

Duration: 15 Hours

Competencies	Content	Teaching and Learning Strategies
The trainer: i) Explains what is meant by communication. ii) Identifies the importance of communication in business. iii) Observes the communication process to ensure effectiveness.	a) Meaning of communication b) Importance of communication c) Principles of communication	1) Lead trainees in a brainstorming session on the meaning and importance of communication. 2) Let trainees research on the Internet and library books the principles of communication. 3) Guide trainees through illustration on the

Competencies	Content	Teaching and Learning Strategies
iv) Sets mitigation measures to minimise barriers to effective communication.	<p>d) Communication process (Communication model)</p> <p>e) Barriers to effective communication</p>	<p>communication process.</p> <p>4) Let trainees discuss in groups the barriers to effective communication and how they can be controlled.</p>

Assessment Activities

Give the trainee exercise to draw the communication channel and describe how it operates.

Teaching and Learning Resources

- 1) Chart showing communication process
- 2) Information recorder
- 3) Documentary on effective communication
- 4) Computer gadgets
- 5) English dictionary

Sub-module 2: Grammar

Learning Outcome

By the end of this sub-module, the trainee will be able to apply principles of writing to construct simple grammatical sentences related to garment design and construction.

Duration: 45 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Applies the correct grammar in speeches. ii) Spells English words correctly in writing. iii) Constructs sentences with the right tenses. iv) Uses punctuation marks correctly. v) Analyses words and statements to discover the intended meaning. vi) Writes ideas creatively and fluently to a logical conclusion.	a) Parts of speech (nouns, pronouns, verbs, adverbs, and adjectives, prepositions, conjunctions) b) Spellings and use of dictionary. c) Tenses (Present, past, future) d) Punctuation: i) Capitalization ii) Comma iii) Colon and Semicolon iv) Apostrophe v) Question mark vi) Exclamation mark vii) Quotation marks viii) Brackets ix) Full stop x) Hyphen/dash	1) Let trainees role-play the application of nouns, pronouns, verbs, adverbs, and adjectives in speeches. 2) Let trainees use dictionaries to discover spellings of selected complex words. 3) Give trainees a list of words and task them to apply the past, and present tenses in sentence construction. 4) Give trainees a story to rewrite with appropriate punctuation marks.

Competencies	Content	Teaching and Learning Strategies
	e) Paragraph f) Comprehension: <ul style="list-style-type: none"> i) Meaning of words in context ii) Surface meaning iii) Underlying meaning iv) Personal opinion v) Expressive ability g) Composition writing	5) Present a video story for trainees to watch and write out the meanings based on how they understood. 6) Guide trainees through case studies to write compositions.

Assessment Activities

Give learners assignment to write a well punctuated story with varying tenses, nouns, and verbs. Consider the application of pronouns, adverbs, adjectives, and conjunctions.

Teaching and Learning Resources

- 1) English dictionary
- 2) Audio clips on grammar

Module 3: Oral Communication

Learning Outcome

By the end of this sub-module, the trainee will be able to orally communicate fluently and spontaneously with others, coherently formulating ideas and opinions with reasonable precision.

Duration: 25 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Justifies the importance of oral communication ii) Demonstrates communication skills in a meeting. iii) Demonstrates negotiation skills for business terms. iv) Makes eloquent public speeches.	a) Meaning of oral communication b) Importance of oral communication. c) Types of oral communication: i) Meetings ii) Negotiations iii) Public speeches	1) Lead trainees in a guided discussion on the importance of oral communication in business. 2) Organise trainees to role plays oral communication through meetings, negotiations, and public speeches.

Assessment Activities

Assign the trainee to group to debate a selected motion/topic to demonstrate his/her oral communication skills in public. Consider the participation of all trainees, the selection of words, reasoning, patience and collaboration.

Teaching and Learning Resources

- 1) Video shows on oral communication
- 2) Television talk shows
- 3) Radio broadcasts

Sub-module 4: Written Communication

Learning Outcome

By the end of this sub-module, the trainee will be able to write clear and well-structured correspondences using connectors and cohesive devices to express points of view at the operational level.

Duration: 42 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Communicates effectively through writing. ii) Writes appropriate applications, cvs, notices, memos, minutes of meetings, reports, and business correspondences. 	<ul style="list-style-type: none"> a) Application letters b) Curriculum vitae c) Notices d) Memos e) Minutes f) Reports g) Business letters (Orders and inquiries) 	<ul style="list-style-type: none"> 1) Ask trainees to get newspapers with adverts and write applications in response to the advert identified. 2) Guide trainees through illustrations to make written communications.

Assessment Activities

Give the trainee tasks to write different business correspondences in groups and make classroom presentations for others to critique.

Teaching and Learning Resources

Samples of

- 1) Business letters
- 2) Curriculum vitae
- 3) Reports
- 4) Notices

Sub module 5: Non-verbal Communication

Learning Outcome

By the end of this module, the trainee will be able to observe and effectively interpret non-verbal expressions through critical thinking and inferences.

Duration: 25 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Applies meaningful non-verbal expressions to communicate feelings. ii) Interprets the non-verbal communication made by others correctly. iii) Maintains eye contact when communicating to capture the non-verbal responses. iv) Analyses the advantages and disadvantages of non-verbal communication.	a) Types of non-verbal communication i) Body language ii) Facial expressions iii) Gestures iv) Postures b) Eye contact c) Advantages and disadvantages of non-verbal communication	1) Use a video recording reflecting different non-verbal communications and ask trainees to critique. 2) Organise role plays in which trainees should demonstrate different non-verbal communication styles. 3) Let trainees discuss in groups the advantages and disadvantages noted in their non-verbal role-plays.

Assessment Activities

Assess the trainee as he/his demonstrate non-verbal communication in the role-plays.

Teaching and Learning Resources

Video clips on non-verbal communication

Sub-module 6: Listening

Learning Outcome

By the end of this module, the trainee will be able to listen attentively and contextualise messages correctly and efficiently.

Duration: 20 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Listens carefully when others are communicating. ii) Identifies barriers to affective listening. iii) Mitigates distractor to effective listening. 	<ul style="list-style-type: none"> a) Importance of listening b) Barriers to effective listening. c) Solutions to poor listening. 	<ul style="list-style-type: none"> 1) Organise a video show on listening behaviour and ask trainees to critique the characters. 2) Conduct role-plays on the listening modes. 3) Let trainees use the Internet and textbooks to research the barriers to effective listening.

Assessment Activities

Play an audio story and ask the trainee to make a summary of the message communicated.

Teaching and Learning Resources

- 1) Video clips on listening skills
- 2) Audio recorder
- 3) Postures of attentive listeners

Sub-module 7: Health and Safety Life Skills

Learning Outcome

By the end of this sub-module, the trainee will be able to demonstrate the ability to control the spread of HIV/AIDS, COVID-19 pandemics, and culturally unacceptable sexual behaviour (CUSB) in the fashion and garment establishments.

Duration: 20 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Describes the differences between HIV/AIDS, COVID-19, and CUSB. ii) Explains the facts about HIV/AIDS and COVID-19 to clarify the myths. iii) Demonstrates the spread of HIV/AIDS, COVID-19, and CUSB; and how they can be controlled.	a) Meaning of: i) HIV/AIDS ii) COVID-19 pandemic iii) CUSB b) Myths about HIV/AIDS and COVID-19 c) Spread of HIV/AIDS, COVID-19, and CUSB d) Impact of HIV/AIDS COVID-19, and CUSB e) Interventions and control measures for HIV/AIDS, COVID-19, and CUSB	1) Let trainees brainstorm the meanings of: i) HIV/AIDS ii) COVID19 iii) CUSB 2) Guide a class discussion on the myths about: i) HIV/AIDS ii) COVID19 iii) CUSB 3) Invite medical personnel to guide trainees on the spread, and effects of HIV/AIDS, COVID-19, and CUSB. 4) Use a video clip to guide trainees on the interventions and control measures by the government for HIV/AIDS, COVID-19, and CUSB.

Assessment Activities

Give the trainee assignment to discuss in groups and make presentations on the effects of HIV/AIDS, COVID19, and CUSB to the victims, families, and government.

Teaching and Learning Resources

- 1) Aprons
- 2) Face masks
- 3) Gloves
- 4) Sanitisers
- 5) Condoms
- 6) Dildo
- 7) Adult pampers
- 8) Water and soap
- 9) Prevention of HIV/AIDS Handbook by Uganda AIDS Commission
- 10) Video clips on the handling of HIV/AIDS and COVID19 patients
- 11) Video clips on the effects of CUSB.

Suggested Reading Materials

Adair, J. (2013). *Effective Communication* London: Pan Macmillan Ltd.
Ajmani, J. C. (2012). *Good English: Getting Right*. New Delhi: Rupait Publications.

Akumu, T, H... (2014) *A guide to Communication Skills*, 1st edition, Kampala

Amos & Julie A, (2014). *Handling tough job interviews*; Mumbai: Jaico Publishing,

Andrew E. and Laura M., (2019). *Northstar English course book, Reading & Writing, Listening & Speaking, Books 1- 4, (3d edition)*.

Bovee, Courtland L, John V. T. & Barbara E. S. (2010). *Business Communication Today: Tenth Edition*. New Jersey: Prentice Hall.

Folse K., Solomon E., & Clabeaux D. (2017). *Great Writing 3: From Great Paragraphs to Great Essays, Level 3, and (2 edition)*.

Guffey, M. (2010). *Essentials of Business Writing* Ohio: South-Western College Pubg.

Komunda, B.M. (2005). *Business Communication Skills*, 2nd Ed Kampala, Mukono Printing and Publishing Company.

Kroehnert, G. (2019). *Basic Presentation Skills* Sidney: McGraw Hill,

Lesikar, R. and Marie E. (2012). *Basic Business Communication: Skills for Empowering the Internet Generation: Ninth Edition*. New Delhi: Tata McGowan-Hill.

Moore, Ninja J, et al. (2010). *Nonverbal Communication: Studies and Applications*. New York: Oxford University Press.

Neuliep, J. (2013). *Intercultural Communication: A Contextual Approach*. Boston: Houghton Mifflin Co.

Prasad, H. (2011). *How to Prepare for Group Discussion and Interview*; New Delhi: Tata McGraw-Hill Publishing Company Limited.

Roebuck, D. (2015). *Improving Business Communication Skills, (4th Edition)* 2012.

Wardrope, W.J. & Bayless, M. L. (2019) *Oral Business Communication; Instructions in Business Schools: Journal of Education for Business*. Florida, Pearson's publishing.

Module Code and Name: JCGC 223 Real-Life Project for Women's Garments

Duration: 60 Hours

Credit Units: 4

Module Overview

This module will introduce the trainee to real-life activities that will spark off his/her lookout for business opportunities and develop their skills to plan and work in a real-life context.

Learning Outcome

By the end of this module, the trainee will be able to identify a project, plan for the source of funds and start up a real-life project.

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Identifies business opportunities. ii) Selects an appropriate project for implementation. iii) Identifies required resources for the selected project. iv) Generate a plan and a budget for the project. v) Writes a feasibility report of a real-life project. 	<ul style="list-style-type: none"> a) Identification of required resources. b) Planning and budgeting. c) Mobilization of resources for the selected project. d) Feasibility study report. 	<ul style="list-style-type: none"> 1) Organise a guided study tour and let trainees identify problems within their communities which they can transform into business opportunities. 2) Guide a class discussion on possible sources of funding the project and trainees take notes. 3) Guide a budget estimate for a simple real-life project and trainees pay attention. 4) Conduct a group discussion on the selection of a real-life project to be set up and trainees make a project plan. 5) Demonstrate how to write a feasibility report of a real-life project trainees take note and write the project report.

Sample Real-life Projects

The trainee is expected to produce any of the following garments as project work:

Design, make, brand and package any of the following:

- 1) Skirt and Blouse
- 2) Dress and apron
- 3) Fashionable *gomesi*

Assessment Activities

Assign the trainee to carryout feasibility study of his/her identified project and a make report for discussion in class.

Suggested Reading Materials

Couch P, (2011). Garment Construction (Illustrated Guide to Sewing): A Complete Course on Making Clothing for Fit and Fashion. Amazon.co.uk.

Edwards, L. (2021). How to Read a Dress: A Guide to Changing Fashion from the 16th to the 21st Century. Bloomsbury Publishing.

Hardingham, L. A. (2016). How can a box become a garment? International Journal of Fashion Design, Technology and Education, 9(2), 97-105.

Kennedy, K. (2015). Pattern construction. In Garment Manufacturing Technology (pp. 205-220). Woodhead Publishing.

Matthews-Fairbanks, J. L. (2018). Pattern Design: Fundamentals: Construction and Pattern Drafting for Fashion Design. Fairbanks Publishing LLC.

JCGC 224: Internship Training I

Module Hours: 144

Contact Units: 5

Learning Outcome

By the end of this module, the trainee will be able to build teamwork, solve problems, effectively communicate, and apply professional work ethics in garment construction.

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Acquaints with the fashion and garment construction industry. ii) Familiarises with the use of equipment, tools and materials used in fashion and garment construction. iii) Applies the knowledge acquired in classroom into the practical fashion and garment construction. iv) Observes the health, safety and security measures for garment construction. v) Writes a report of the internship training. 	<ul style="list-style-type: none"> a) Fashion and garment construction industry b) Equipment, tools and materials for fashion and garment construction c) Practical fashion and garment construction d) Health, safety and security in garment construction industry e) Internship Training report 	<ul style="list-style-type: none"> 1) Guide trainees to get placement for Internship Training in fashion and garment construction. 2) Supervise trainees to familiarise with equipment, tools and materials to make garments. 3) Guide trainees through demonstrations to observe health, safety and security in fashion and garment construction. 4) Guide trainees on how to write internship training report.

Assessment Activities

Assign the trainee to write a process report of the activities executed during Internship Training.

Teaching and Learning Resources

- 1) Measuring tools
- 2) Manuals on fashion and garment construction
- 3) Charts of garment fashions
- 4) Fashion and garment construction tools and equipment
- 5) ICT equipment and the Internet

Suggested Reading Materials

McKeever, W. A. (2016). The Internship Training of the Boy. Leopold Classic Library.

McKeever, W. A. (2022). The Internship Training of the Girl (1st Ed.). The Macmillan Company.

Arts, S. (2020). Students Internship Training log book. Independently published.

Gamboa, V., Paixão, M. P., & de Jesus, S. N. (2014). Vocational profiles and internship quality among Portuguese VET students. *International Journal for Educational and Vocational Guidance*, 14(2), 221-244.

Amin, N. F., Latif, A. A., Arsat, M., Suhairom, N., Jumaat, N. F., & Ismail, M. E. (2020). The implementation of the internship as a coursework in teaching and learning vocational education. *Journal of Technical Education and Training*, 12(1).

Aqli, R. F., Hasan, B., & Sucita, T. (2019, February). Internship program as a part of technical and vocational education training (TVET). In 5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018) (pp. 471-474). Atlantis Press.

DETAILED MODULE DESCRIPTION FOR YEAR 3 SEMESTER 1

YEAR THREE SEMESTER ONE

CODE	MODULE NAME	L	P	CH	CU
JCGC 311	Bag Making	90	510	345	23
JCBK 312	Basic Business Kiswahili	30	30	45	3
JCGC 313	Real-life Project	00	120	60	4
	Total	120	720	450	30



Module Code and Name: JCGC 311: Bag Making

Contact Hours: 345

Credit Units: 23

Overview

This module equips the trainee with knowledge and skills to produce different toilet bags, purses, clutches and school bags.

Sub-module 1: Toilet Bags

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make toilet bags.

Duration: 60 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for toilet bags. ii) Chooses materials and fasteners for toilet bags. iii) Demonstrates the techniques of taking measurements for toilet bags. iv) Makes patterns for toilet bags. v) Lays patterns for toilet bags. vi) Cuts out parts for toilet bags. vii) Stitches parts for toilet bags. viii) Applies finishes. ix) Folds and packs toilet bags.	a) Designs of toilet various bags: i) Travel pouch ii) Hanging toiletry iii) Dopp kit iv) Roll-up b) Suitable Materials for toilet bags c) Sizes of toilet bags: i) Direct (length and girth) ii) Checked (standard size chart) d) Making patterns for toilet bags	1) Group trainees to research various designs for the toilet bags and let them share their findings and discuss the pros and cons of each design. 2) Provide trainees with measurement worksheets that include diagrams of different bag designs and specific measurements to be taken. Guide trainees to work either individually or in pairs to measure and record the dimensions on the worksheets. This hands-on activity allows trainees to apply their measurement skills directly to real-life bag designs. 3) Using fabric swatch challenge, let trainees match the texture of the fabric swatch to the type of bag it would be suitable for. 4) Demonstrate pattern making for the toilet bags and let trainees practise.

Competencies	Content	Teaching and Learning Strategies
	e) Laying patterns for toilet bags f) Stitching toilet bags g) Applies finishes h) Folding and parking	5) Guide trainees through a demonstration on pattern laying and cutting of toilet bags. 6) Guide trainees through a demonstration on how to stitch toilet bags and let them practise. 7) Lead a demonstration on application of finishes and task trainees to apply them on the toilet bags. 8) Using role-playing activities, let one group of trainees act as customers and another group as designers and let the latter practice folding and packing bags for the former.

Assessment Activities

Assign the trainee to:

- i) Design various styles of toilet bags.
- ii) Make patterns of toilet bags.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make toilet bags.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (wardrobe)
- 2) Materials: Cotton fabrics, stuffing/sponge, underwire and wire casing, strappings, polyester, trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 2: Purses

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make purses.

Duration: 100 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for purses. ii) Chooses materials and fasteners for purses. iii) Demonstrates the techniques of taking measurements for purses. iv) Makes patterns for purses. v) Lays patterns for purses. vi) Cuts out parts of purses. vii) Stitches parts of purses. viii) Applies finishes. ix) Folds and packs purses.	a) Designs of purses: i) Belt bags ii) Cross body (horseshoe, shaped bag with flap) iii) Wristlets b) Materials for purses c) Sizes of purses: i) Direct (length and girth) ii) Checked (standard size chart) d) Making patterns for purses e) Laying patterns for purses f) Stitching purses and wallets and applying finishes g) Folding and parking	1) Guide trainees to research on the Internet different designs of purses. 2) Lead a demonstration on taking direct measurements for purses let trainees practise. 3) Lead a guided discussion on suitable fabrics for purses and ask trainees to search for various textures of fabrics swatches and write a report. 4) Demonstrate pattern making for purses and let trainees practise. 5) Guide trainees through pattern laying and cutting of purses and let them practise. 6) Guide trainees on the making of purses and

Competencies	Content	Teaching and Learning Strategies
		<p>let them practise.</p> <p>7) Lead a demonstration on application of finishes and ask them to apply on wallets and purses.</p> <p>8) Lead trainees to demonstrate how to fold and park purses for customers.</p>

Assessment Activities

Assign the trainee to:

- i) Design various styles of purses.
- ii) Make patterns of purses.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make purses.

Teaching and Learning Resources

- 1) Tools and Equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (wardrobe)
- 2) Materials: Cotton fabrics, stuffing/sponge, underwire and wire casing, strappings, leather, hide /skin trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 3: Clutches

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make clutches.

Duration: 65 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for envelope clutches. ii) Chooses materials and fasteners for envelope clutches. iii) Demonstrates the techniques of taking measurements for envelope clutches. iv) Makes patterns for envelope clutches. v) Lays patterns for envelope clutches. vi) Cuts out envelope clutches.	a) Designs of clutches: i) Envelop ii) Box iii) Pouch iv) Hobo b) Materials for envelope clutches c) Sizes of envelope clutches d) Derived (length and width) e) Checked (standard size chart) f) Making patterns for envelope clutches g) Laying patterns for envelope clutches	1) Guide trainees to research the different envelope clutch designs on the Internet. 2) Lead a demonstration on taking direct measurements for envelope clutches and let them practise. 3) Lead a guided discussion on suitable fabrics for envelope clutches and ask trainees to search for various textures of fabrics suitability and write a report. 4) Demonstrate pattern making and let trainees practise. 5) Guide trainees through a demonstration on pattern laying and cutting of envelope clutches and let them practise. 6) Demonstration on stitching of envelope clutches and

Competencies	Content	Teaching and Learning Strategies
vii) Stitches parts for envelope clutches. viii) Applies finishes. ix) Folds and packs envelope clutches.	h) Stitching envelope clutches i) Finishes on envelope clutches j) Folding and parking	ask trainees to practise. 7) Lead a demonstration on application of finishes and let them apply on the clutches. 8) Lead trainees to demonstrate how to fold and park clutches for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of envelope clutches.
- ii) Make patterns of envelope clutches.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make envelope clutches.

Teaching and Learning Resources

- 1) Tools and equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, storage equipment (wardrobe)
- 2) Materials: Cotton fabrics, stuffing/sponge, underwire and wire casing, strappings, leather, hide /skin trimmings, and sewing threads
- 3) Protective wears: Apron, thimble, mask, closed shoes

Sub-module 4: Schoolbags

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make schoolbags.

Duration: 120 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies various designs for schoolbags. ii) Chooses materials and fasteners for schoolbags. iii) Demonstrates the techniques of taking measurements for schoolbags. iv) Makes patterns for rucksacks/school bags v) Lays patterns for schoolbags. vi) Cuts out schoolbags parts. vii) Stitches parts for schoolbags. viii) Applies finishes. ix) Folds and packs	a) Designs of schoolbags: i) Backpacks (tote, drawstring) ii) Messenger iii) Duffle iv) Satchel vi) Laptop b) Materials for schoolbags. c) Sizes of schoolbags: i) Direct (length and girth) ii) Checked (standard size chart) d) Making patterns for schoolbags. e) Laying patterns for schoolbags.	1) Guide trainees to research from the internet on the different design's schoolbags. 2) Lead a demonstration on taking direct measurements for schoolbags and ask them to practise 3) Lead a guided discussion on suitable fabrics for schoolbags and ask trainees to search for various textures of fabrics swatches and write a report. 4) Illustrate pattern making and let trainees practise. 5) Guide trainees through pattern laying and cutting of schoolbags and let them practise. 6) Guide trainees through stitching of schoolbags and let them practise.

Competencies	Content	Teaching and Learning Strategies
schoolbags.	f) Stitching schoolbags. g) Apply finishes h) Folding and parking	7) Lead a demonstration on application of finishes on schoolbags and ask trainees to practise. 8) Lead trainees to demonstrate how to fold and park schoolbags for customers.

Assessment Activities

Assign the trainee to:

- i) Design various styles of schoolbags.
- ii) Make patterns of schoolbags.
- iii) Lay and cut out garment parts on fabrics.
- iv) Make schoolbags.

Teaching and Learning Resources

- 1) Tools and Equipment: Sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pressing equipment, Storage equipment (Wardrobe).
- 2) Materials: cotton fabrics, stuffing/sponge, cup fabrics, band fabrics underwire and wire casing, strappings, trimmings, and sewing threads.
- 3) Protective wears: apron, thimble, mask, closed shoes.

Suggested Reading Materials

Beginner's Guide to Bag Making: 20 Classic Style Explained step by step. (2020).

Nyamache t., (2020). Handbag Culture: An Evolution.
<https://www.yumpu.com/en/document/view/63463303/pdf-download-a-beginners-guide-to-bag-making-20-classic-styles-explained-step-by-step-full-acces>

Support Module Four

Module Code and Name: JCBK 312: Basic Business Kiswahili

Contact Hours: 45

Credit Units:3

Overview

This module is designed to introduce the trainee to the fundamental principles of Kiswahili language as used in the business industry and by the general public. The module aims to equip the trainee with the practical skills and knowledge necessary to communicate effectively in Kiswahili in various business contexts. Throughout the module, the trainee will learn how to use Kiswahili to effectively communicate with clients, colleagues, and stakeholders in the course of conducting business. Topics covered include basic Kiswahili vocabulary, grammar, and syntax, as well as common phrases and expressions used in business settings. By the end of the module, the trainee will be able to confidently converse in Kiswahili, write basic business documents, and comprehend written and spoken Kiswahili.

This module will prepare trainees to communicate effectively in Kiswahili in a range of business contexts, including negotiations, meetings, presentations, and customer service interactions.

Learning Outcomes

By the end of the module, the trainee will be able to:

- i) Make simple expressions in Kiswahili.
- ii) Count in Kiswahili.
- iii) Construct coherent Kiswahili sentences.

Sub-module 1: Introduction to Business Kiswahili

Learning Outcome

By the end of this sub-module, the trainee will be able to establish the importance of learning and using Kiswahili language, introduce self to other people and greet different categories of people using Kiswahili language.

Duration: 6 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Justifies the importance of learning and using Kiswahili language. ii) Correctly greets elders, peers and the young at different times. iii) Introduces oneself. iv) Makes introduction of oneself and other persons.	a) Origin and spread of Kiswahili b) Importance of Kiswahili to Ugandans c) Greetings: i) At different times ii) To elders, peers, the young iii) To one person iv) To several people d) General introduction of: i) oneself ii) others	1) Allow trainees to buzz over different greeting styles. 2) Let trainees brainstorm the importance of learning and using Kiswahili language to Ugandans. 3) Ask the trainee to make self-introductions before the class.

Assessment Activities

Assign the trainee to:

- i) Discuss the importance of learning Kiswahili.
- ii) Practise greeting of peers, elders and supervisors at different times.

Teaching and Learning Resources

- 1) Training manual of Kiswahili
- 2) Kiswahili dictionary
- 3) Documentaries on greetings and general introduction in Kiswahili
- 4) Charts
- 5) Video recordings on greetings and general introduction in Kiswahili
- 6) Tape recorders on greetings and general introduction in Kiswahili
- 7) Radio cassettes on greetings and general introduction in Kiswahili

Sub-module 2: Use of nouns, verbs and adjectives

Learning Outcome

By the end of this sub-module, the trainee will be able to pronounce Swahili verbs correctly.

Duration: 8 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Makes correct use of the Swahili alphabet. ii) Pronounces Swahili nouns, verbs and adjectives in the correct accent. iii) States phrase in the correct tense.	a) Vowels and consonants b) Nouns, Verbs and adjectives c) Sentence construction	1) Use tapes/compact disks for trainees to listen to word sounds and pronunciations. 2) Guide trainees on the names of different places and common titles in the garment design and construction profession. 3) Set out a number of Kiswahili vowels, verbs and nouns for trainees to practise their application. 4) Use a tape recording to produce Kiswahili sounds for trainees to imitate.

Assessment Activities

Assess the trainee on:

- Word pronunciation.
- Use of verbs and nouns.

Teaching and Learning Resources

- Kiswahili dictionary
- Training manuals on vowels, consonants, verbs and nouns in Kiswahili
- Documentaries on production of Kiswahili sounds/accent
- Charts showing vowels and consonants in Kiswahili
- Video recordings on greetings and in Kiswahili
- Tape recorders on production of Kiswahili sounds/accent
- Radio cassettes

Sub-module 3: Polite Language

Learning Outcome

By the end of this sub-module, the trainee will be able to make requests and appreciation to offers in Swahili language.

Duration: 7 Hours

Competencies	Contents	Teaching and Learning Strategies
<p>The trainer:</p> <ul style="list-style-type: none"> i) Expresses appreciation to others. ii) Makes requests for products, services, or places by names. iii) Identifies people by their professional titles. 	<ul style="list-style-type: none"> a) Welcoming customers b) Making request c) Presenting menu d) Expressing appreciation e) Advertising of products f) Negotiating for better terms g) Asking for pardon 	<ul style="list-style-type: none"> 1) Organise a role-play in which trainees shall make simple expressions involving asking for a particular product, service, place or direction and appreciating for the assistance offered. 2) Let trainees express themselves by asking for forgiveness for a wrong done.

Assessment Activities

Assign the trainees to:

- i) Role-play appreciation for others in Kiswahili.
- ii) Design and format a Kiswahili advert for constructed products.

Teaching and Learning Resources

- 1) Kiswahili dictionary
- 2) Training manuals on Vowels, consonants, Verbs and nouns in Kiswahili
- 3) Documentaries on Production of Kiswahili sounds/accent
- 4) Charts showing Vowels and consonants in Kiswahili
- 5) Video recordings on greetings and in Kiswahili
- 6) Tape recorders on production of Kiswahili sounds/accent
- 7) Radio cassettes

Sub-module 4: Definite and Indefinite Articles

Learning Outcome

By the end of this sub-module, the trainee will be able to apply definite and indefinite articles in constructing sentences in Swahili.

Duration: 8 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Identifies Definite and Indefinite articles in Swahili language. ii) Applies Definite and Indefinite articles in sentence construction in Swahili language.	a) Definite Article. b) Indefinite Articles. c) Sentence construction	1) Guide trainees to identify Definite and Indefinite Articles in Swahili. 2) Guide trainees to use the definite and indefinite article to construct sentences. 3) Group trainees to role-play the asking and answering of questions related to garment design and construction.

Assessment Activities

Assign the trainee to construct sentences using Definite and Indefinite Articles.

Teaching and Learning Resources

- 1) Kiswahili dictionary
- 2) Training manuals on Vowels, consonants, Verbs and nouns in Kiswahili
- 3) Documentaries on Production of Kiswahili sounds/accents
- 4) Charts showing Vowels and consonants in Kiswahili
- 5) Video recordings on greetings and in Kiswahili
- 6) Tape recorders on production of Kiswahili sounds/accents
- 7) Radio cassettes

Sub-module 5: Numbers and Arithmetic

Learning Outcome

By the end of this sub-module, the trainee will be able to counts items and periods Swahili correctly.

Duration: 6 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Counts and numbers items using the cardinal and ordinal numbers. ii) States the time, date, days and months correctly.	a) Counting cardinal numbers b) Counting ordinal numbers c) Time, dates, days, months	1) Lead trainees in the counting exercise. 2) Guide trainees in stating time and dates. 3) Ask trainees to make presentations of his/her date of birth.

Assessment Activities

Assign the trainee to:

- Count using ordinal and cardinal numbers.
- State different periods in kiswahili.

Teaching and Learning Resources

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

Sub-module 6: Professional Related Vocabulary in Swahili

Learning Outcomes

By the end of this sub-module, the trainee will be able to:

- i) Identify and understand key terms and terminology relevant to garment design and construction in Swahili.
- ii) Demonstrate the ability to use the acquired Swahili vocabulary in professional contexts related to garment design and construction.

Duration: 10 Hours

Competencies	Contents	Teaching and Learning Strategies
The trainee: i) Applies the terminologies used in garment design and construction correctly. ii) Identifies and names the tools, materials, and equipment used in garment design and construction. iii) Refers to officers by their titles. iv) Describes the tasks performed by different officials in garment design and construction.	a) Terminologies used in garment design and construction b) Prices, quantity, quality, order c) Names of tools, materials, and equipment used in garment design and construction d) Professional titles like supervisor, tailor e) Tasks performed in garment cutting and garment design and construction	1) Guide trainees to identify and name the tools, materials, and equipment used in garment design and construction. 2) Ask trainees to research on the Kiswahili titles for the staff that do garment design and construction. 3) Let trainees demonstrate the tasks performed in garment design and construction.

Assessment Activities

Assign the trainee to write the titles and tasks performed by various professionals in garment design and construction.

Teaching and Learning Resources

- 1) Kiswahili dictionary
- 2) Reading charts
- 3) Audio CD packs
- 4) Video tapes

Suggested Reading Materials

Donavan, M. & Lutz M. (2011). Swahili: A Complete Module for Beginners. 2nd ed. Dar-es-Salaam, Living Language Publishers.

Maw, J. E. (2012). Swahili for Starters: A Practical Introductory and Intermediate Level.

Almasi, W. F. (2014). Swahili Grammar for Introductory and Intermediate levels.

Perrot, D.V. (2010). Essentials of Business Kiswahili. A teach yourself Guide. Nairobi, Kenya Publications.

Peter, M. W. (2006). Simplified Swahili. New York, Long-man Group.

Module Code and Name: JCGC 313: Real-Life Project for Bag Making

Duration: 60 Hours

Credit Units: 4

Overview

This module will introduce the trainee to real-life activities that will spark off their lookout for business opportunities and develop their skills to plan and work in a real-life context.

Learning Outcome

By the end of this module, the trainee will be able to identify a project, plan for the source of funds and start up a real-life project.

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies business opportunities. ii) Selects an appropriate project for implementation. iii) Identifies required resources for the selected project. iv) Generates a plan and a budget for the project. v) Writes a feasibility report of a	a) Identification of required resources b) Planning and budgeting c) Mobilization of resources for the selected project d) Feasibility study report possible projects work	1) Have trainees identify a problem in their community related to garment design and construction. Ask them to come up with a business idea that can solve the problem and present it to the class. This will help them understand the practical application of the vocabulary they are learning. 2) Lead a guided discussion on possible sources of funding for their project. Encourage trainees to share their ideas and experiences on funding and take notes on the discussion. This will help trainees understand the financial aspect of their project. 3) Demonstrate budget estimate for a simple real-life project and ask trainees to make budget for their

Competencies	Content	Teaching and Learning Strategies
real-life project.		<p>project work. This will help them understand how to allocate funds effectively.</p> <p>4) Conduct a group discussion on the selection of a real-life project and ask trainees to set up their project plan. Encourage them to collaborate and share ideas on how to approach their project. This will help them understand the importance of planning and teamwork.</p> <p>5) Demonstrate how to write a feasibility report of a real-life project and let trainees write a project report. Provide feedback on their reports and encourage them to revise their reports based on the feedback. This will help trainees understand how to communicate their ideas effectively.</p>
<p>Sample Real-life Projects</p> <p>The trainee is expected to produce any two of the following items as project work:</p> <ul style="list-style-type: none"> i) Toilet bags ii) Purses and wallets iii) Envelope clutches iv) Fashioned school bags 		

Assessment Activities

Assign the trainee to carryout feasibility study of his/her identified projects and make reports for discussion in class.

Suggested Reading Materials

Beginner's Guide to Bag Making: 20 Classic Style Explained step by step. (2020).

Nicholas W. (2019). The Everyday Blacksmith: Learn to forge 55 simple projects you'll use every day, with multiple variations for styles and finishes: Quarry Books.

Nyamache T., (2020). Handbag Culture: An Evolution.

Ryan R. (2020). The Home Blacksmith: Tools, Techniques, and 40 Practical Projects for the Home Blacksmith (Fox Chapel Publishing) Beginner's Guide; Step-by-Step Directions; Fox Chapel Publishing.

Sophie M. (2022). The Practical Permaculture Project: Connect to Nature and Discover the Best Organic Soil and Water Management Techniques to Design and Build your Thriving Sustainable, Self-sufficient Garden: McKay's Easy and Effective Gardening Series

Detailed Module Description for Year 3 Semester 2

YEAR 3 SEMESTER 2					
CODE	MODULE NAME	LH	PH	CH	CU
JCGC 321	Textile Production	90	600	390	26
JCGC 321	Real-life Project	00	120	60	4
	Total	90	720	450	30
	Recess				
JCGC 323	Industrial Training 3	00	120	60	4



Module Code and Name: JCGC 321 Textile Production

Contact Hours: 390

Credit Units: 26

Overview

This module equips the trainee with knowledge and skills to produce different textile fabrics; woven, knitted, crotchet.

Sub-module1: Weave Textile Fabric

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make weave textile fabric.

Duration: 70 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Illustrates designs/models for weaving various textiles. ii) Identifies the materials used in weaving. iii) Prepares tools and equipment used in weaving. iv) Prepares and makes woven fabrics. v) Applies finishes. vi) Folds and packs woven fabrics.	a) Produce various Designs of woven structures: i) Plain ii) Mat b) Materials used in weaving c) Tools and equipment used in weaving d) Weaving techniques e) Finishes applied to woven fabrics f) Folding and parking	1) Guide trainees to research on the Internet the structures of plain and mat weave and let them draw on a point paper diagram. 2) Lead a discussion on weaving materials and ask trainees to identify materials used in weaving. 3) Demonstrate the use of various tools and equipment in weaving and ask trainees to practise using them. 4) Lead a demonstration on weaving fabrics and let the trainees weave fabrics. 5) Lead a demonstration on application of finishes and ask trainees to apply finishes on woven fabrics. 6) Lead trainees to demonstrate how to fold and park weave textile fabric for customers.

Assessment Activities

Assign the trainee to:

- Identify materials, tools and equipment for weaving.
- Illustrates different designs/point paper diagrams for weaving.
- Set the weaving loom machine and apparatus.
- Produce woven fabrics.

Teaching and Learning Resources

- 1) Tools/equipment materials: A loom, shuttle, a comb, frame loom, tapestry needle, shade stick, pair of scissors, dowels
- 2) Materials: Yarns, sisal, raffia, banana fibres, cotton yarns
- 3) Protective wears: Apron, mask, shoes, thimble, and gloves

Sub-module 2: Knit Fabrics

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make knit fabrics.

Duration: 70 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ol style="list-style-type: none"> i) Illustrates designs/models for knitting various fabrics. ii) Identifies the materials used in knitting fabrics. iii) Prepares tools and equipment used in knitting. iv) Prepares and makes knitted fabrics. v) Applies finishes. 	<ol style="list-style-type: none"> a) Produce various Designs of knitted structures: <ol style="list-style-type: none"> i) Purl ii) Rib iii) Interlock iv) Double knit b) Materials used in knitting c) Tools and equipment used in knitting d) Techniques used in knitting e) Finishes applied to knitted fabrics f) Parking 	<ol style="list-style-type: none"> 1) Guide trainees to research on the Internet the various knitted structures and let them draw on a point paper diagram. 2) Lead a discussion on knitted materials and ask trainees to identify local materials that can be used in knitting. 3) Demonstrate the use of various tools and equipment in knitting and ask trainees to practise using them. 4) Guide trainees through demonstration to knit fabrics and ask them to practise. 5) Lead a demonstration on the application of finishes and let trainees apply finishes on the knitted fabrics.

Competencies	Content	Teaching and Learning Strategies
vi) Packs knitted fabrics.		6) Lead trainees to demonstrate how to park knit fabrics for customers.

Assessment Activities

Assign the trainee to:

- i) identify materials, tools and equipment used in making knitted fabrics.
- ii) illustrates different designs.
- iii) produce knitted fabrics.

Teaching and Learning Resources

- 1) Tools/equipment: Knitting machine, stitch markers, stitch gauge, stitch holders, point protectors, knitting spool, blocking board, embroidery scissors, stitching needle, crochet hook, yarns, tapestry needles, measuring tape, knitting bag, stitch holder, row counter (or stitch counter small note book), yarn swift and winder
- 2) Materials: Yarns
- 3) Protective wears: Aprons, gloves, thimbles, mask, shoes, and dust coat

Sub-module 3: Crochet Fabrics

Learning Outcome

By the end of this sub-module, the trainee will be able to design and make crochet fabrics.

Duration: 70 Hours

Competencies	Content	Teaching and Learning Strategies
<p>The trainee:</p> <ul style="list-style-type: none"> i) Illustrates designs/modes for crocheting various products. ii) Identifies the materials used in crocheting iii) Prepares tools and equipment used in crocheting. iv) Makes crocheted fabrics. v) Applies finishes. vi) Folds and packs crocheted fabrics. 	<ul style="list-style-type: none"> a) Produce various Designs of crocheted items using the following techniques: <ul style="list-style-type: none"> i) Chain ii) Single crotchet iii) Double crotchet iv) Slip stitch b) Materials used in crocheting c) Tools and equipment used in crocheting d) Techniques used in crocheting e) Finishes applied to crocheted fabrics f) Folding and parking 	<ul style="list-style-type: none"> 1) Guide trainees to research various crocheted structures and let them draw on a point paper diagram. 2) Lead a discussion on materials used in crocheting and ask trainees to identify crocheting local materials. 3) Demonstrate the various tools and equipment use in crocheting and let trainees practise using them. 4) Lead a demonstration on the crocheting of fabrics and let trainees practise. 5) Lead a demonstration on application of finishes and let trainees apply finishes on crochet work. 6) Lead trainees to demonstrate how to fold and park crochet fabrics for customers.

Assessment Activities

Assign the trainee to:

- i) Identify materials, tools and equipment used in making crochets.
- ii) Illustrates different designs of crochets.
- iii) Produce crotchet fabrics.

Teaching and Learning Resources

- 1) Tools/equipment: Crotchet hooks, scissors, stitch marker, tape measures, darning needles, stitch patterns, crotchet book
- 2) Materials: Yarns (banana, silk yarns, wool, cotton, acrylic yarns)
- 3) Protective wears: Aprons, mask, thimble, shoes, gloves

Sub-module 4: Decorate Fabric

Learning Outcome

By the end of this sub-module, the trainee will be able to decorate fabric.

Duration: 100 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: <ol style="list-style-type: none"> i) Illustrates designs/models for decorated fabrics. ii) Identifies the materials used in fabric decoration. iii) Prepares tools and equipment used in fabric decoration processes. iv) Prepares/makes decorated fabrics. 	<ol style="list-style-type: none"> a) Decorate various articles using the following techniques: <ol style="list-style-type: none"> i) Tie and dye ii) Batik iii) Embroidery b) Materials used in decorating fabrics c) Tools and equipment used in decorating fabrics d) Techniques used in fabric decoration e) Finishes to decorate fabrics 	<ol style="list-style-type: none"> 1) Guide trainees to discover various design of decorated fabrics and let them practice designing them. 2) Discuss materials used in dyes and ask trainees to identify local materials for fabric decoration. 3) Demonstrate the use of various tools and equipment in fabric decoration and let trainees practise using them.

Competencies	Content	Teaching and Learning Strategies
v) Applies finishes. vi) Packs decorated fabrics.	f) Parking	4) Lead a demonstration on decorating fabrics and ask trainees to decorate fabrics. 5) Lead a demonstration on application of finishes and let them apply finishes on a decorated fabric. 6) Lead trainees to demonstrate how to park decorated fabrics for customers.

Assessment Activities

Assign trainees to:

- i) Identify materials, tools and equipment for making decorative fabrics.
- ii) Illustrates different designs decorative fabrics.
- iii) Produce decorative fabrics.

Teaching and Learning Resources

- 1) Tools/equipment: Tables, polythene paper, buckets, spoons, craft tweezers, clippers, needles and pins, embroidery machine, embroidery/glue gun
- 2) Materials: Dyes, embroidery threads, sequins, beads, stones, fabric glue, clothes
- 3) Protective wears: Aprons, mask, thimble, shoes and gloves

Sub-module 5: Printing Fabric

Learning Outcome

By the end of this sub-module, the trainee will be able to print fabric.

Duration: 80 Hours

Competencies	Content	Teaching and Learning Strategies
The trainee: i) illustrates designs/models for fabric printing. ii) identifies the materials used in fabric printing. iii) prepares tools and equipment used in fabric printing processes. iv) prints fabrics. v) applies finishes. vi) packs printed fabrics.	a) print various articles using the following techniques: i) block ii) screen iii) stencil b) Materials used in fabric printing c) Tools and equipment used in fabric printing d) Techniques used in fabric printing e) Finishes on printed fabrics f) Packing	1) Guide trainees to illustrate printed fabrics and let them practise. 2) Describe to trainees and ask them to identify materials used in fabric printing. 3) Show trainees the various tools and equipment used in fabric printing and functions of each as they try out and let trainees note them down. 4) Lead and guide a demonstration on fabric printing process to trainees and ask them to produce printed fabrics. 5) Ask trainees to discover from the Internet various finishes techniques and apply them to their printed fabrics. 6) Lead trainees to demonstrate how to pack printing fabrics for customers.

Assessment Activities

Assign the trainee to:

- Identify materials, tools and equipment used in decorating fabrics.
- Illustrates different designs of decorated fabrics.
- Produce printed fabrics/clothes

Teaching and Learning Resources

- 1) Tools/equipment: Screen printing frame, mesh, squeegee and squeezer, tables, polythene paper, buckets, spoons, clippers, needles and pins/tapes, spatulas, towels
- 2) Materials: Fabric paint, printing paste, fabrics/clothes
- 3) Protective wears: Aprons, mask, thimble, shoes, and gloves

Suggested Reading Materials

Chance, M. (2015). Social fabrics of the mind. Psychology Press.

Choi, W., Tuteja, A., Chhatre, S., Mabry, J. M., Cohen, R. E., & McKinley, G. H. (2009). Fabrics with tunable oleophobicity. *Advanced Materials*, 21(21), 2190-2195.

Hu, J. (2004). *Structure and mechanics of woven fabrics*. Elsevier.

Saxena, S., & Verbeek, J. (2016). Convolutional neural fabrics. *Advances in neural information processing systems*, 29.

Module Code and Name: JCGC 322 Real-Life Project for Textile Production

Contact Hours: 60

Credit Units: 4

Overview

This module will introduce the trainee to real-life activities that will spark off his/her lookout for business opportunities and develop her/his skills to plan and work in a real-life context.

Learning Outcome

By the end of this module, the trainee will be able to identify, plan for the source of funds and start up a real-life project.

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Identifies business opportunities. ii) Selects an appropriate project for implementation. iii) Identifies required resources for the selected project. iv) Generates a plan and a budget for the project. v) Writes a feasibility report of a real-life project.	a) Identification of required resources b) Planning and budgeting c) Mobilization of resources for the selected project d) Feasibility study report	a) Organise study tour and let trainees identify problems within their communities to transform into business opportunities. b) Guide on the budget estimate for real-life project and ask trainees to make their budget for project work. c) Conduct a group discussion on the selection of a real-life project and ask trainees to make a project plan. d) Demonstrate how to write a feasibility report of a real-life project and ask trainees to write project report.

Sample Real-life Projects

The trainee is expected to produce any two of the following items as project work:

- 1) Woven textile fabric
- 2) Crocheted fabric
- 3) Knitted fabric
- 4) Decorated fabric
- 5) Printed fabric

Assessment Activities

Assign the trainee to carryout feasibility study of his/her identified projects and make reports for discussion in class.

Suggested Reading Materials

Chance, M. (2015). Social fabrics of the mind. Psychology Press.

Choi, W., Tuteja, A., Chhatre, S., Mabry, J. M., Cohen, R. E., & McKinley, G. H. (2009). Fabrics with tunable oleophobicity. Advanced Materials, 21(21), 2190-2195.

Hu, J. (2004). Structure and mechanics of woven fabrics. Elsevier.

Saxena, S., & Verbeek, J. (2016). Convolutional neural fabrics. Advances in neural information processing systems, 29.

JCGC 323: Internship Training 2

Module Hours: 144

Contact Units: 5

Learning Outcome

By the end of this module, the trainee will be able to make garment designs and products.

Competencies	Content	Teaching and Learning Strategies
The trainee: i) Designs simple garment fashions. ii) Makes garment products. iii) Observes the health, safety and security in fashion and garment construction. iv) Writes an internship training report.	a) Fashion and garment designs b) Selection of fashion and garment construction materials c) Fashion and garment construction tools and equipment d) Health, safety and security in fashion and garment construction e) Internship training report	a) Guide trainees to design garment fashions. b) Let trainees identify the materials for use in fashion and garment construction. c) Trainees observe health, safety and security measures during fashion and garment construction. d) Supervise the writing of internship training report

Assessment Activities

Assigns the trainee to write a process report of the activities executed during Internship Training.

Teaching and Learning Resources

- 1) measuring instruments
- 2) manuals on fashion and garment construction
- 3) charts of garment designs
- 4) fashion and garment construction tools and equipment
- 5) ICT equipment and Internet

Suggested Reading Materials

McKeever, W. A. (2016). *The Internship Training of the Boy*. Leopold Classic Library.

McKeever, W. A. (2022). *The Internship Training of the Girl* (1st Ed.). The Macmillan Company.

Arts, S. (2020). *Students Internship Training log book*. Independently published.

Gamboa, V., Paixão, M. P., & de Jesus, S. N. (2014). Vocational profiles and internship quality among Portuguese VET students. *International Journal for Educational and Vocational Guidance*, 14(2), 221-244.

Amin, N. F., Latif, A. A., Arsath, M., Suhaimi, N., Jumaat, N. F., & Ismail, M. E. (2020). The implementation of the internship as a coursework in teaching and learning vocational education. *Journal of Technical Education and Training*, 12(1).

Aqli, R. F., Hasan, B., & Sucita, T. (2019, February). Internship program as a part of technical and vocational education training (TVET). In *5th UPI International Conference on Technical and Vocational Education and Training (ICTVET 2018)* (pp. 471-474). Atlantis Press

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- Aldrich, W. (2019). *Metric pattern cutting for children's wear and baby wear*. John Wiley & Sons.
- Amos & Julie A, (2014). *Handling tough job interviews*; Mumbai: Jaico Publishing,
- Andrew E. and Laura M., (2019). *Northstar English course book, Reading & Writing, Listening & Speaking, Books 1- 4, (3d edition)*.
- Bahemuka Pius K. (2012): *Income Tax in Uganda*, 3rd edition. The New Vision Printing & Publishing Company Ltd, Kampala Uganda.
- Bazi, M, Baguma, I. & Anjoga, H. (2017). *Unmasking Information Communication Technology (1st Ed.)*. Kampala, Uganda.
- Bovee, C.L, John V. T. & Barbara E. S. (2010). *Business Communication Today: Tenth Edition*. New Jersey: Prentice Hall.
- Brandley, A. (2022). *Complete Networking*. University of California Press, California.
- Brychan, T. Miller, C. and Lyndon, M., (2011). *Innovation and Small Businesses, Vol.1*. London, Book Boon Publishers.
- Calderin, J., & Volpintesta, L. (2013). *The Fashion Design Reference & Specification Book: Everything*.
- Chance, M. (2015). *Social fabrics of the mind*. Psychology Press.
- Chance, M. (2015). *Social fabrics of the mind*. Psychology Press.

Choi, K. H. (2022). 3D dynamic fashion design development using digital technology and its potential in online platforms. *Fashion and Textiles*, 9(1), 1-28. Fashion Designers Need to Know Every Day. Rockport Pub.

Choi, W., Tuteja, A., Chhatre, S., Mabry, J. M., Cohen, R. E., & McKinley, G. H. (2009). Fabrics with tunable oleophobicity. *Advanced Materials*, 21(21), 2190-2195.

Clifton, H.D. and Sutcliff, A.G. (2020). *Business Information Systems* (5th Ed.). Prentice Hall, New Jersey.

Comer, D. E. (2018). *Computer Networks and Internets* (5th Ed.). Addison-Wesley, New Delhi.

Couch P, (2011). *Garment Construction (Illustrated Guide to Sewing): A Complete Course on Making Clothing for Fit and Fashion*. Amazon.co.uk.

Edwards, L. (2021). *How to Read a Dress: A Guide to Changing Fashion from the 16th to the 21st Century*. Bloomsbury Publishing.

Fischer, A. (2008). *Basics fashion design 03: Construction* (Vol. 3). Ava Publishing.

Fiumns, J.A. & Spirelli, S. (2013). *New Venture Creation and Entrepreneurship for the 21st Century* (6th Ed.). Boston McGowan-Hill.

Folse K., Solomon E., & Clabeaux D. (2017). *Great Writing 3: From Great Paragraphs to Great Essays, Level 3, and (2 edition)*.

Greg, B. (2006). *Six Sigma for Small Business*. Texas, Entrepreneur Press.

Guffey, M. (2010). *Essentials of Business Writing Ohio: South-Western College Pubg*.

Gwilt, A. (Ed.). (2014). *Fashion design for living*. Routledge.

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Hayavadana, J., Arjun, D., Padmavathi, K., Tejaswini, L. R., & Prakash, C. (2022). Development of women's dressing material treated with natural extracts of *Punica granatum*, *Rubia*

Hulme, W. H. (2013). The theory of garment-pattern making-a textbook for clothing designers, teachers of clothing technology, and senior students. Read Books Ltd.

Income Tax Act (Amendment) Act, 2022. The Uganda Gazette No. 13, Vol. CXII.

Jeanne, H. (2017). Principles of Entrepreneurship. US Department of State Publishers.

Kennedy, K. (2015). Pattern construction. In Garment Manufacturing Technology (pp. 205-220). Woodhead Publishing.

Komunda, B.M. (2019). Business Communication Skills, 3rd Ed Kampala, Mukono Printing and Publishing Company.

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Lee, J., & Steen, C. (2014). Technical sourcebook for designers. A&C Black.

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Saxena, S., & Verbeek, J. (2016). Convolutional neural fabrics. Advances in neural information processing systems, 29.

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ISBN 978-9970-675-02-9



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