



# EVETTI Project



**TRAINING AND SKILLING CURRICULUM  
FOR VOCATIONAL CERTIFICATE IN TEXTILE  
AND GARMENT CONSTRUCTION**



**2025**





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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

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Kampala- Uganda  
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**ISBN: 978-9970-675-21-0**

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## FOREWORD

The global job market demands have altered the training needs to ensure skills acquisition, reskilling and upskilling. Based on this need, the European Union through Erasmus Education has funded the Enhancing Vet Textile Innovation (EVETTI) Project in Uganda to equip citizens with garment construction knowledge and skills; and enhance the textile industry. A number of curriculum related materials shall therefore be developed including among others the Instructors' training manual and assessment guidelines, and digitising the textile curriculum content.

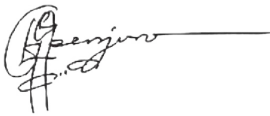
The National Curriculum Development Centre in conjunction with the Young Men's Christian Association (YMCA), and experts from the world of work, took up the responsibility of developing this curriculum to train learners through a non-formal basis. The curriculum has been designed to satisfy the growing demand for decent clothing and household furnishings. Several Ugandans are grappling with the shortage of jobs while the few existing technicians do not meet the market demand of the population due to the changes in technology, tastes, and preferences.

The structure of this curriculum was premised on the current labour market demands, making it modular, trainee-centred, and activity-based for easier skills development. It focuses on core tasks and real-life projects that call for continuous assessment in preparation for the world of work.

The course therefore, aims to equip trainees with employable skills to be able to create small enterprises for self-sustenance. It promotes practical learning, interaction, and innovation based on teamwork in collaboration with the world of work. Consequently, this aligns the curriculum to the Uganda's Vision 2040 whose emphasis is on provision of knowledge, skills and work attitude for Ugandans, as well as the National Development Plan (NDP IV) that focuses on achieving higher household income; with a view of increasing productivity and public service delivery.

This is a short-term course to be trained in 6 months (24 weeks) with specific modules to give sufficient opportunity to the trainees to master key skills at a time. The course will thus support the achievement of the Government's goal of employment and wealth creation. When well implemented, it will enable trainees to perfect their skills and settle in gainful employment.

As Minister in charge of Education and Sports in the country, I therefore endorse this curriculum as an official document to be used by the institutions to train learners for the short course or modules in textile and garment construction.



Prof. George Laadah Openjuru  
**CHAIRPERSON, NCDC Governing Council**

## ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) extends her appreciation to all panel members and institutions that participated in developing this Training and Skilling Curriculum for Enhancing Vet Textile Innovation Project.

NCDC is grateful to the European Union for the financial support provided through EVETTI Project that enabled the development of the curriculum, and YMCA – Kampala, for spearheading the development of the curriculum content.

The Centre further commends Brighter Smiles for the great coordination, and supervisory role played in ensuring active participation of all partners, and aligning the quality of the curriculum to the intended purpose. NCDC is indebted to all partners for their contributions, effort, and commitment towards the smooth completion of the activity.

We are also indebted to other partners in this project that included but not limited to Busitema University, Katwe Youth Development Association (KYDA), Both of Us, LABL, Yildiz Technical University, and Youth Innovation Hub (Yinnoh); for their contributions towards the smooth completion of this

The National Curriculum Development Centre 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](mailto:admin@ncdc.go.ug).

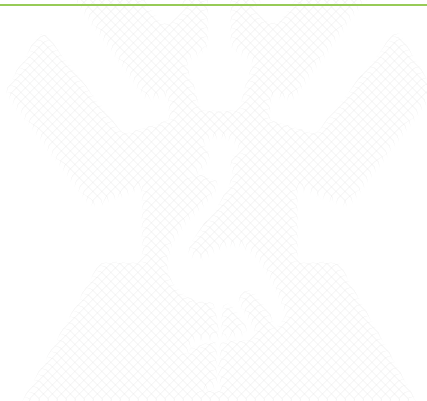


Dr. Grace K. Baguma

**DIRECTOR**

## List of Acronyms and Abbreviations

<b>BCA</b>	:	Basic Computer Application
<b>BES</b>	:	Basic Entrepreneurship Skills
<b>CAD</b>	:	Computer Aided Design
<b>EVETTI</b>	:	Enhancing Vocational Education & Training in Textile Innovation
<b>ICT</b>	:	Information Communication Technology
<b>NCDC</b>	:	National Curriculum Development Centre
<b>PBL</b>	:	Project Based Learning
<b>TFD</b>	:	Textile Fashion & Design
<b>TVET</b>	:	Technical and Vocational Education & Training
<b>UPS</b>	:	Uninterrupted Power Supply
<b>UVTAB</b>	:	Uganda Vocational and Technical Assessment Board
<b>VCTGC</b>	:	Vocational Certificate in Textile and Garment Construction
<b>YMCA</b>	:	Young Men’s Christian Association



## INTRODUCTION

This Certificate in Textile and Garment Construction (VCTGC) curriculum aims to produce textile and Garment Constructors who are relevant to the world of work. It is trainee-centred and competence-based emphasising acquisition of skills through practical training.

The curriculum is designed to respond to the needs of the less privileged youths who could have dropped out of school due to various challenges and refugees in need of production skills to enable them live responsible lives in their communities. This resonates with the recommendations of the TVET Policy (2019), the National Development plan (NDPIV) which emphasises skills as a crucial aspect of human capital development, and the Uganda Vision 2040 of “A Transformed Ugandan Society from a Peasant to a Modern and Prosperous Country within 30 years”.

The curriculum follows a modular approach where a trainee is free to undertake an integrated autonomous module at a time. The expected competences to be acquired are clearly defined in each module for the trainees to be equipped with the essential skills of the 21st-century. In addition, trainees will also acquire the generic skills of:

- a) Critical thinking and problem solving
- b) Creativity and innovation
- c) Collaboration
- d) Communication
- e) ICT literacy
- f) Flexibility
- g) Leadership
- h) Productivity
- i) Social responsibility

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

The core competences in the Vocational Certificate for Textile and Garment Construction (VCTGC) curriculum are aimed at improving the trainees' skills and ability to measure, cut, join, knit, design and print garment items and fashions to meet the new trends in the World of Work.

Competences in computer applications are aimed at enhancing the trainee's skills to design and printing different garments. Entrepreneurship will provide them with a positive attitude towards setting up and managing their small businesses for self-employment.

This curriculum, when effectively implemented, shall produce a Textile and Garment Constructor who is able to:

- 1) create various textile products (yarns and fabrics).
- 2) decorate textile products.
- 3) design different clothing materials and bags.
- 4) draft, cut, join and sew different clothing materials and bags.
- 5) promote and ensure the safety of oneself, others, and the work environment.
- 6) initiate and manage small business enterprises.

## **Guidelines for the implementation of the VCTGC Course**

**Course Title:** The course shall be called a Vocational Certificate in Textile and Garment Construction abbreviated as VCTGC.

**Duration:** Certificate in Textile and Garment Construction is a short-term course designed to take **six (6)** months of training. However, a trainee who does not achieve the required competences within that period shall be allowed to extend the training to **nine (9)** months.

**Admission requirements:** The course is open to whoever is interested in acquiring competences in Textile and Garment Construction. However the focus is more on refugees and the host communities.

**Mode of delivery:** The course shall take a blended process of training conducted both physically and online; and in a language best suitable for each group of learners.

**Assessment criteria:** The format of assessment for this course shall be process skills, product assessment, and portfolio.

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

- a) Continuous assessments                      40%
- b) Final examinations                              60%

**Grading of Modules**

Each module shall be graded out of 100 marks and assigned a 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 certificate shall be classified based on the learner’s performance as follows:

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

### Project work

During training, every trainee will be required to carry out a real-life project for every module done.

**Focus of training:** This course shall focus on both hard and soft skills. The hard skills are the core modules requiring real construction of garments and design. While the soft skills are generic in nature such as critical thinking, creativity and innovation, collaboration, communication, and problem solving.

### Awards

A trainee who successfully completes the entire course shall be awarded a **‘Vocational Certificate in Textile and Garment Construction (VCTGC)** by the Uganda Vocational and Technical Assessment Board (UVTAB)) or any other mandated Assessment Body approved by Parliament. Whereas a trainee who completes one module and exits will be awarded a competency certificate in that particular module.

### Prospects for the graduates of Certificate in Textile and Garment Construction (VCTGC)

The graduates of Certificate in Textile and Garment Construction can:

- i) Start and operate small scale enterprises in textile and fashion; and
- ii) Progress to higher skills levels of textile and garment construction.
- iii) Join Community Polytechnics, Technical schools, or Vocational Centres for the National Junior Certificate courses.

## Organisations where Certificate in Textile and Garment Construction (VCTGC) Tasks can be performed

A graduate of VCTGC may be employed in any of the following organisations:

- i) Garment and design workshops, tailoring shops and agencies
- ii) Textile and fashion factories
- iii) Self-employment in textile and fashion areas

## Training and Learning Methods

The training 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 method to be applied should be guided by the competences to be acquired by the trainee. Instructors are encouraged to use a variety of methods in each lesson to make it more interesting and practical. Examples of some of the training and learning methods include:

### 1) **Discussion**

Trainees discuss issues in groups. This methodology enables knowledge/information to come from the trainees rather than from the instructor. It promotes teamwork allows all trainees to have an opportunity to give their views and ideas, and stimulates their interest as they learn from each other.

### 2) **Demonstration**

This is a training 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 training 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, watch/observe, ask questions, and contribute.

### 3) **Project-Based Learning (PBL)**

Trainees work on real-life projects that require them to apply the competences they have acquired. PBL fosters problem-solving skills, teamwork, and critical thinking.

### 4) **Collaborative Learning**

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

### 5) **E-Learning and Technology Integration**

This method involves incorporating digital resources and e-learning platforms to facilitate self-paced learning. Through this method, trainees can acquire interactive learning materials.

### 6) **Brainstorming**

It is an interactive method of teaching that encourages learners to generate as many ideas and solutions as possible to a particular topic or problem. The methods foster critical thinking, creativity, and promotes collaboration among learners

#### **Basic Rules for Brainstorming**

- i) Clearly define the topic of discussion
- ii) Encourage as many ideas as possible.
- iii) Stay focused on the topic.
- iv) Write down and display the ideas generated.
- v) Allow learners to critic and build on other's ideas but not to criticise
- vi) Help the learners to evaluate and refine their ideas.

### 7) **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.

### 8) **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 of entrepreneurship education learning, share experience on financial management, planning, and add value by engaging trainees in an informative manner. This method provides trainees with an opportunity to physically interact with a practitioner and motivates them to develop entrepreneurial attitude.

### 9) **Team training**

A training method where two or more instructors plan together and conduct a training and evaluation session for the same group of trainees. They concurrently provide supportive environment and clarifications for trainees to master the concepts.

### 10) **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 role-play. 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 the 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 the intended impact.

### 11) **Field trips or Study tours**

This is when trainees are taken out to perform particular tasks; to observe, practise or witness 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 course, enabling them to link the school situation with the reality in the communities or world of work.

## Occupational Profiles for the Holder of Certificate in Textile and Garment Construction (VCTGC)

JOB TITLE	DUTIES	TASKS
Fashion Illustrator (Design Creator)	Creates designs	i) Planning the works ii) Generating ideas iii) Drawing designs for fashion iv) Presenting designs
Pattern Maker	Makes patterns	i) Preparing the workplace ii) Attending to customers iii) Taking accurate body measurement and making the necessary calculations iv) Preparing, cutting and labelling patterns v) Laying patterns vi) Grading patterns to different sizes (pattern adaptation) vii) Packaging patterns
Garment Maker	Takes body measurements, cutting, and sewing garments	i) Preparing the work place ii) Identifying fabrics and trims iii) Taking accurate body measurements and making necessary calculations iv) Recording client's details v) Constructing fashionable garments vi) Modifying and repairing garments vii) Finishing and neatening garments viii) Packaging garments
Fabric Decorator	Develops designs and decorates fabrics.	i) Generating and sketching the ideas ii) Developing designs iii) Selecting the appropriate methods of production

JOB TITLE	DUTIES	TASKS
		<ul style="list-style-type: none"> <li>iv) Selecting the appropriate materials and tools</li> <li>v) Using various methods to decorate fabrics and garments</li> <li>vi) Packaging and dispatching fabrics/garments</li> </ul>
Textile Producer	Produces yarn and textile fabrics.	<ul style="list-style-type: none"> <li>i) Identifying raw materials</li> <li>ii) Producing yarns</li> <li>iii) Producing textile fabrics</li> </ul>
Graphic Designer	Designs and brands textile and fashion products.	<ul style="list-style-type: none"> <li>i) Preparing the workplace</li> <li>ii) Visualizing design concepts</li> <li>iii) Developing design concepts</li> <li>iv) Printing design concepts</li> <li>v) Branding products</li> </ul>
Textile Agent	Markets and sells textile products.	<ul style="list-style-type: none"> <li>i) Researching textile needs of the community</li> <li>ii) Informing the communities about the available textile products and their relevance</li> <li>iii) Informing textile industries about the clothing needs of local communities</li> <li>iv) Liaising with textile industries to bring fabrics and other relevant textile trims to the market</li> <li>v) Promoting the use of modern clothing provisions</li> <li>vi) Promoting modern clothing within the locality</li> </ul>

## VCTGC COURSE STRUCTURE

The course structure for Vocational Certificate in Textile and Garment Construction shall be implemented in 6 months (24 weeks) for 8 hours per day of the 5 working days of the week as shown in the table below:

CODE	MODULE NAME	AVERAGE DURATION	
		Contact hours	Weeks
TGC 101	Textile Production	120	3
TGC 201	Design Creation	80	2
TGC 301	Construction of Children's Wear	160	4
TGC 401	Construction of Women's Wear	160	4
BCA 402	Basic Computer Applications	80	2
TGC 501	Graphics Design and Decoration	120	3
TGC 601	Construction of Men's Wear	160	4
BES 602	Basic Entrepreneurship Skills	80	2
		<b>960</b>	<b>24</b>
TIT 701	Internship Training	320	8
<b>Total Duration</b>		<b>1,280</b>	<b>32</b>



## MODULE CODE AND NAME: TGC 101

### Textile Production

**Contact Hours: 120 Hours**

#### Module Overview

This module will equip trainees with skills, knowledge, and attitude to produce different yarns for textile production.

### SUB-MODULE 1: Textile Fibre and Yarn Production

#### Learning Outcome

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

- i) Identify natural and man-made fibres.
- ii) Extract yarns from cotton, sisal, banana and silk fibres.

**Duration: 16 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the meaning and purpose of yarn.</li> <li>2) identifies types of fibres for making yarn.</li> <li>3) deploys the materials, tools and equipment to fabricate simple yarns from viable natural fibres.</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to Textile Fibre and yarn production: (Meaning and the purpose of yarn production).</li> <li>b) Types of fibres viable for yarn production.</li> <li>c) Materials, tools, and equipment used to extract fibre from natural sources</li> </ol>	<ol style="list-style-type: none"> <li>i) Guide a brainstorming session on the meaning and purpose of yarns in textile production.</li> <li>ii) Guide trainees in a discussion on the types of local fibre for making yarn.</li> <li>iii) Let trainees discuss in groups the materials, tools, and equipment used for making yarn.</li> </ol>

Competences	Content	Training and Learning Strategies
4) Demonstrates the techniques for making yarns from fibres. 5) applies appropriate finishes to yarns to make	d) Process of yarn production: i) Fibre preparation ii) Carding iii) Spinning e) Safety and health measures taken during the extraction of fibre. f) Finishes applied to yarns for textile production g) Waste management	iv) Demonstrate the process of extracting yarn from fibre. v) Demonstrate the finishes applied to yarn strands to make them viable for textile production. vi) Demonstrate the management of waste from yarn production.

### Assessment Activities

Assign trainees to:

- i) To collect natural fibres and fabricate basic yarn.
- ii) apply finishes to yarn strands.

### Training and Learning Resources

- 1) **Tools/equipment:** hooks, spinning wheels, brushes/combs tapestry needles, pair of scissors, dowels
- 2) **Materials:** dyes, banana fibres, cotton fibres, sisal fibres, silk fibres

## SUB-MODULE 2: Weaving Textile Fabrics

### Learning Outcome

By the end of this module, the learner should be able to design and produce woven fabrics.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) describes the designs of woven textile.</li> <li>2) identifies materials used in weaving.</li> <li>3) prepares tools and equipment for use in weaving.</li> <li>4) Determines the weaving techniques to use to produce a garment.</li> <li>5) Observes the weaving process and principles in textile weaving.</li> <li>6) applies appropriate finishes on woven fabric.</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs of woven structures:                         <ol style="list-style-type: none"> <li>i) Plain.</li> <li>ii) Mat</li> <li>iii) Twill</li> <li>iv) Satin</li> </ol> </li> <li>b) Materials for weaving.</li> <li>c) Tools and equipment used in weaving.</li> <li>d) Weaving techniques Weaving process and principles.</li> <li>e) Finishes applied to woven fabrics:                         <ol style="list-style-type: none"> <li>i) dyeing</li> <li>ii) printing</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees to illustrate woven structures and let them practise.</li> <li>ii) Describe to the trainees the materials used in a weaving process and task them to identify their attributes for the best results in a woven product.</li> <li>iii) Lead the trainees to identify various tools and equipment used in weaving and let them brainstorm their functions.</li> <li>iv) Lead a demonstration on weaving fabrics and task trainees to practise.</li> <li>v) Lead a demonstration on the application of appropriate finishes on fabrics.</li> </ol>

## Assessment Activities

Assign trainees to:

- i) set the weaving loom machine and apparatus.
- ii) produce woven fabrics.

## Training and Learning Resources

- 1) **Tools/equipment:** a loom, shuttle, comb, table looms, handlooms, frame loom, tapestry needle, shade stick, pair of scissors, dowels
- 2) **Materials:** banana fibre yarn, silk fibre yarn, sisal fibre yarn, cotton fibre yarn

## SUB-MODULE 3: Knitting Fabrics

### Learning Outcome

By the end of this sub-module, the learner should be able to design and make knitted fabrics.

**Duration: 20 hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) describes the designs / models for knitting fabrics.</li> <li>2) identifies the materials used in knitting fabrics.</li> <li>3) prepares tools and equipment for use in the knitting fabrics.</li> <li>4) knits fabrics.</li> </ol>	<ol style="list-style-type: none"> <li>a) Produce various designs of knitted structures:               <ol style="list-style-type: none"> <li>i) Purl</li> <li>ii) Rib</li> <li>iii) Interlock</li> <li>iv) Double knit</li> </ol> </li> <li>b) Materials used in knitting</li> <li>c) Tools and equipment used in knitting</li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees to illustrate knitted structures and let them practise.</li> <li>ii) Describe to trainees and ask them to identify materials used in knitting.</li> <li>iii) Show trainees the various tools and equipment used in knitting and the functions of each as they try out.</li> </ol>

Competences	Content	Training and Learning Strategies
5) applies appropriate finishes.	d) Techniques used in knitting e) Finishes applied to knitted fabrics	iv) Lead a demonstration on the knitting fabrics. v) Lead a demonstration on the application of appropriate finishes.

### Assessment Activity

Assign trainees to produce knitted fabrics and describe the techniques applied.

### Training 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 notebook), yarn swift and winder
- 2) **Materials:** yarns
- 3) **Protective wear:** aprons, gloves, thimbles, mask, shoes, and dust coat

## SUB-MODULE 4: Macramé Fabrics

### Learning Outcome

By the end of this sub-module, the learner should be able to design and make Macramé fabrics.

### Duration: 14 Hours

Competences	Content	TRAINING AND LEARNING STRATEGIES
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the meaning of macramé.</li> <li>2) states the purpose of macramé.</li> <li>3) observes safety and health measures in the production of macramé products.</li> <li>4) Identifies the right materials, tools, and equipment for making macramé products.</li> <li>5) produces macramé products using</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to Macramé production:             <ol style="list-style-type: none"> <li>i) Meaning of macramé</li> <li>ii) Purpose of macramé</li> </ol> </li> <li>b) Safety and health measures in the production of macramé products.</li> <li>c) Materials, tools, and equipment used in making Macramé.</li> <li>d) Macramé techniques:             <ol style="list-style-type: none"> <li>i) Lance head knot</li> <li>ii) Chain knot</li> <li>iii) Flat square knot</li> <li>iv) Reverse square knot</li> </ol> </li> <li>e) Finishes applied to Macramé products</li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees in a brainstorming session on the meaning and purpose of macramé.</li> <li>ii) Let trainees role-play the observation of safety and health precautions during macramé production.</li> <li>iii) Display tools materials, and equipment used in making macramé for trainees to discuss their roles.</li> <li>iv) Demonstrate the techniques used in producing macramé fabrics for trainees to apply.</li> <li>v) Guide a demonstration on the application of finishes on macramé</li> </ol>

Competences	Content	TRAINING AND LEARNING STRATEGIES
different technics. 6) applies finishes to Macramé products.		products for trainees to practice.

### Assessment Activities

Assign trainees to:

- i) identify materials, tools and equipment used in making macramé fabrics.
- ii) illustrates different patterns for macramé.
- iii) make macramé products.

### Training and Learning Resources

- 1) **Tools/ Equipment:** knotting hooks, stitch markers, stitch gauge, stitch holders, point protectors, macramé looms, blocking board, embroidery scissors, stitching needle, crochet hook, yarns, tapestry needles, measuring tape, knitting bag, stitch holder, row counter (or stitch counter small notebook), yarn swift and winder
- 2) **Materials:** yarns
- 3) **Protective wear:** aprons, gloves, thimbles, mask, shoes, and dust coat

## SUB-MODULE 5: Crochet Fabrics

### Learning Outcome

By the end of this sub-module, the learner should be able to create different design concepts for crochet fabrics.

### Duration: 16 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the meaning and purpose of crocheting.</li> <li>2) observes safety and health measures during the production of crochets.</li> <li>3) Identifies the materials, tools, and equipment for use in making crochets.</li> <li>4) applies various techniques to produce crochet products.</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to crochet fabrics production:             <ol style="list-style-type: none"> <li>i) Meaning of crocheting</li> <li>ii) Purpose of crocheting</li> </ol> </li> <li>b) Health and safety measures taken during crocheting</li> <li>c) Designs/models of crocheted structures</li> <li>d) Materials, tools and equipment used in crocheting</li> <li>e) Techniques used in crocheting</li> <li>f) Finishes applied to crocheted fabrics</li> <li>g) Branding crocheted fabrics:             <ol style="list-style-type: none"> <li>i) Colour</li> <li>ii) Logo</li> <li>iii) Producer's name</li> <li>iv) Design</li> <li>v) Typography</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a brainstorming discussion on the meaning and purpose of crochet fabrics.</li> <li>ii) Let trainees demonstrate the safety and health precautions during crochet production.</li> <li>iii) Display various trainees the various materials, tools and equipment for trainees to discover their purposes in crocheting production.</li> <li>iv) Demonstrate the techniques used in producing crochets.</li> <li>v) Guide a demonstration</li> </ol>

Competences	Content	Training and Learning Strategies
5) applies finishes to crocheted products. 6) Folds and packs the crocheted fabrics.	h) Packaging crocheted fabrics: i) Fold ii) Shape iii) Stiffen iv) Tie ribbons and pin v) Use of transparent envelope	process for crocheting trainees to produce crocheted fabrics. vi) Guide trainees through video clips to finish, and package crocheted fabrics.

### Assessment Activity

Assign trainees to make crotchet products from locally available materials.

### Training and Learning Resources

- 1) **Tools/Equipment:** knotting hooks, stitch markers, stitch gauge, stitch holders, point protectors, macramé looms, blocking board, embroidery scissors, stitching needle, crotchet hook, yarns, crotchet hooks, measuring tape, crochet bag, stitch holder, row counter (or stitch counter small notebook), yarn swift and winder.
- 2) **Materials:** yarns
- 3) **Protective wear:** aprons, gloves, thimbles, mask, shoes, and dust coat

## SUB-MODULE 6: Tapestry Fabrics

### Learning Outcome

By the end of this sub-module, the learner should be able to make tapestry products.

### Duration: 14 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the meaning and purpose of tapestry.</li> <li>2) observes safety and health measures during the production of tapestry.</li> <li>3) Identifies the materials, tools, and equipment for use in making tapestry.</li> <li>4) applies various techniques to produce tapestry products.</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to tapestry production:             <ol style="list-style-type: none"> <li>i) Meaning of tapestry</li> <li>ii) Purpose of tapestry</li> </ol> </li> <li>b) Materials and tools for making tapestry</li> <li>c) Techniques of producing tapestry products:             <ol style="list-style-type: none"> <li>i) Cartoon</li> <li>ii) Flower holders</li> <li>iii) Doormat</li> <li>iv) Centre pieces</li> <li>v) Wall tapestry</li> </ol> </li> <li>d) Finishes applied to tapestry and trimming of the final product</li> <li>e) Branding tapestry:             <ol style="list-style-type: none"> <li>i) Colour</li> <li>ii) Logo</li> <li>iii) Producer's name</li> <li>iv) Design</li> <li>v) Typography</li> </ol> </li> <li>f) Packaging of tapestry</li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a brainstorming discussion on the meaning and purpose of tapestry fabrics.</li> <li>ii) Let trainees demonstrate the safety and health precautions during tapestry production.</li> <li>iii) Display various trainees the various materials, tools and equipment for trainees to discover their purposes in tapestry production.</li> <li>iv) Demonstrate the techniques used in producing tapestry.</li> <li>v) Guide a demonstration process for</li> </ol>

Competences	Content	Training and Learning Strategies
5) applies finishes to tapestry products. 6) Folds and packs the tapestry fabrics.		crocheting trainees to produce tapestry fabrics. vi) Guide trainees through video clips to finish, and package crocheted fabrics.

### Assessment Activities

Assign trainees to:

- i) illustrates different patterns for tapestry production.
- ii) make tapestry products.

### Training and Learning Resources

- 1) **Tools/ Equipment:** knotting hooks, stitch markers, stitch gauge, stitch holders, point protectors, macramé looms, blocking board, embroidery scissors, yarns, tapestry needles, measuring tape, tapestry bag, stitch holder, row counter (or stitch counter small notebook), yarn swift and winder
- 2) **Materials:** yarns
- 3) **Protective wear:** aprons, gloves, thimbles, mask, shoes, and dust coat

## SUB-MODULE 7: Real Life Project for Textile Production

### Learning Outcome

By the end of this sub-module, the trainee should be able to make a textile product.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) determines the textile product to make. 2) makes and presents a textile product.	<b>Possible Real-life projects:</b> a) Yarn production b) Fabric weaving c) Fabric knitting d) Making macramé e) Making crochets f) Designing tapestries	Supervise trainees as they demonstrate the step-by-step procedure of making different textile products.

### Training and Learning Resources

- 1) **Tools and equipment:** Drawing table, sewing machine
- 2) **Materials:** pattern making paper, cloth, threads, sewing needs, pair of scissors
- 3) Sample designs

### Suggested Reading Materials

Abbey, B. (2001). The Complete Book of Knitting. Courier Corporation.

Allen, P., Okey, S., Barr, T. L., & Bird, M. (2013). Knitting for Dummies. John Wiley & Sons.

Anand, S. C. (2016). Technical fabric structures–2. Knitted fabrics. In Handbook of technical textiles (pp. 107-162). Woodhead Publishing.

Chandler, D. (2009). Learning to weave. Penguin.

Christopher, F. J. (2014). Hand-Loom Weaving. Read Books Ltd.

Compton, R. (2010). The complete book of traditional knitting. Courier Corporation.

Donahue, N. (2020). Complete Crochet Course: The Ultimate Reference Guide.

Greer, B. (2008). Knitting for good: A guide to creating personal, social, and political change stitch by stitch. Shambhala Publications.

Ham, C. (2003). Knitting 20 Simple & Stylish Wearables for Beginners. Lark Books.

Kearley, S. (2014). Woven Textiles: A Designer's Guide. Crowood.

Manthey, K., & Brittain, S. (2016). Crocheting For Dummies with Online Videos. John Wiley & Sons.

Ratigan, D. T., & Durant, J. (2012). Knitting Know-How: Techniques, Lessons and Projects for Every Knitter's Library. Penguin.

Ross, L. G. (2022). Hand Weaving: The Basics. Bloomsbury Publishing.

Thomas, M. (2013). Mary Thomas's Knitting Book. Courier Corporation.

Thomas, N. J., & Rabinowitz, I. (2010). A Passion for Knitting: Step-by-step Illustrated Techniques, Easy Contemporary Patterns, and Essential Resources for Becoming Part of the World of Knitting. Simon and Schuster.



## MODULE CODE AND NAME: TGC 201: Design Creation

**Contact Hours:** 80 Hours

### Module Overview

The module is intended to equip trainees with knowledge and skills to create garment construction designs. A trainee will be expected to develop textile designs according to elements and principles of design, and create surface-pattern repeats.

### SUB-MODULE 1: Concepts of Design Creation

#### Learning Outcome

By the end of this sub-module, the trainee should be able to identify, differentiate and categorise garments by gender and age.

**Duration:** 6 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains design creation and its importance.</li> <li>2) describes the garment design process.</li> <li>3) Makes surface pattern repeats.</li> <li>4) Draws basic fashion sketches.</li> <li>5) Draws fashion illustrations with different garment components.</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to design creation:               <ol style="list-style-type: none"> <li>i) Definition.</li> <li>ii) Importance.</li> </ol> </li> <li>b) Garment design process.               <ol style="list-style-type: none"> <li>i) Surface designs.</li> <li>ii) Fashion sketching.</li> <li>iii) Fashion illustrations with different garment components.</li> </ol> </li> <li>c) Categories of garments:               <ol style="list-style-type: none"> <li>i) Office wear.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a discussion on different garment designs and the importance of design.</li> <li>ii) Lead trainees to illustrate the garment design process.</li> <li>iii) Illustrate surface pattern designs and sketches for learners to practice.</li> <li>iv) Guide a class discussion on the</li> </ol>

Competences	Content	Training and Learning Strategies
6) Differentiates the categories of garments.	ii) Casual wear. iii) Traditional wear. iv) Bridal wear. v) Street wear.	different categories of garments.

### Assessment Activities

Assign trainees to:

- i) Draw different fashion sketches with different garment components and explain to class the process followed.
- ii) Research on the categories of garments and make presentations in class.

### Training and Learning Resources

**Materials:** Samples of different garment designs, Flip charts, pencils, Finished garments with different components.

## SUB-MODULE 2: Source of Inspiration

### Learning Outcome

By the end of this sub-module, the trainee should be able to select and manipulate the sources of inspiration into design ideas for fashion.

**Duration: 10 Hours**

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) explains the relevance and importance of inspirations in garment making.	a) Definition of inspiration in garment making perspective and its importance. b) Selection of the relevant sources of inspiration:	i) In pairs, let trainees brainstorm the importance of inspirations in garment making and present. ii) Group trainees to discover different

Competences	Content	Training and Learning Strategies
2) selects sources of inspirations/scenarios relevant to their markets. 3) transforms ideas from sources of inspirations to design drafts.	i) Nature and environment ii) Art and culture iii) Technology iv) Personal experiences and emotions c) Conversion of concepts into design draft through: i) Creation of mood boards; ii) Design concept sketching; and iii) Material selection and design creation.	sources of inspiration for creation of designs relevant to their niche markets. iii) Let trainees explore in groups some of the existing iconic collections and inspirations for the work. iv) Trainees individually explore aspects to be adapted from sources of inspiration into design manipulations.

## Assessment Activities

Assign trainees in groups to:

- i) Explore their surroundings and identify different sources of inspiration.
- ii) Select materials that align with their garments of interest.
- iii) Design a small collection from the selected inspirations.
- iv) Present the created collections to the class for discussion.

## Training and Learning Resources

- 1) **Tools and equipment:** graphite pencils, coloured pencils, markers, rulers, rubbers and pencil sharpeners
- 2) **Materials:** fabric swatches, papers, tracing papers, sketchbooks
- 3) **Protective wear:** aprons

## SUB-MODULE 3: Design Features

### Learning Outcome

By the end of this sub-module, the trainee should be able to design features that can be incorporated into Garment Construction.

**Duration: 14 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the role of designing in the garment-making process.</li> <li>2) draws garment design features for children, women and men.</li> <li>3) applies colours onto the different design features.</li> </ol>	<ol style="list-style-type: none"> <li>a) Garment design features for:                             <ol style="list-style-type: none"> <li>i) children</li> <li>ii) women</li> <li>iii) men</li> </ol> </li> <li>b) Decoration of fabrics:                             <ol style="list-style-type: none"> <li>i) Colour application to design features.</li> <li>ii) Dyeing fabrics</li> <li>iii) Tie and dye</li> <li>iv) Printing fabrics.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Demonstrate the step-by-step procedure of drawing garment design features for children, women and men and task the trainees to practice.</li> <li>ii) Demonstrate how to apply colour using different media.</li> </ol>

### Assessment Activity

Assign trainees to identify different design features, draft, and apply colour to them.

### Training and Learning Resources

- 1) **Tools and equipment:** pencils, markers, rulers, rubbers, meter stick and curves
- 2) **Materials:** manila paper, pattern drafting (sugar) papers and glue
- 3) **Protective wear:** aprons

## SUB-MODULE 4: Design Making and Presentation

### Learning Outcome

By the end of this sub-module, the trainee should be able to make and display different designs of fashions for garments.

### Duration: 30 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) creates design concepts for different sex and age.</li> <li>2) Selects colour for design creation.</li> <li>3) develops different views of the final design concepts.</li> <li>4) prepares final design concepts for presentation.</li> <li>5) explains design briefs with suggestions of suitable fabrics for the selected final designs.</li> </ol>	<ol style="list-style-type: none"> <li>a) Creation of designs for children, women and men's wear</li> <li>b) Colour selection on design concepts</li> <li>c) Different views of the final design concepts.</li> <li>d) Preparing of selected final design concepts using cut-out silhouettes for presentation</li> <li>e) Mounting the final selected designs</li> <li>f) Design briefs and suggestions on suitable fabrics for the selected final designs</li> </ol>	<ol style="list-style-type: none"> <li>i) Through guided discovery the trainee creates design concepts to suit different ages and sex.</li> <li>ii) Through guided discovery help trainees to make colour selections for design concepts.</li> <li>iii) Through think-pair-share, let trainees develop different views final design concepts.</li> <li>iv) Guide trainees through demonstrations to prepare the final design concepts.</li> <li>v) Let the trainees brainstorm on the design briefs giving suggestions of the suitable fabrics for the selected final designs.</li> </ol>

## Assessment Activity

Assign the trainees to produce the final designs for children, women, or men’s wear.

## Training and Learning Resources

- 1) **Tools and equipment:** cutting table, tape measure, pairs of scissors, pencils, markers, meter stick and sleeve curves
- 2) **Materials:** pattern drafting papers and glue
- 3) **Protective wear:** apron

## Sub-module 5: Real Life Project for Design Creation

### Learning Outcome

By the end of this sub-module, the trainee should be able to create designs on fabric.

**Duration: 20 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) determines the type of fabric design.</li> <li>2) Selects the colours to use for designing.</li> <li>3) sketches designs on a paper or board.</li> <li>4) applies colours onto the different design features.</li> </ol>	<ol style="list-style-type: none"> <li>a) Selection of design</li> <li>b) Selection of colours</li> <li>c) Design sketching</li> <li>d) Application of colour</li> </ol>	<p>Supervise trainees as they:</p> <ol style="list-style-type: none"> <li>i) Demonstrate the step-by-step procedure of drawing garment design features for either children, women or men’s wear.</li> <li>ii) Sketch designs</li> <li>iii) Demonstrate the application of colour on fabric.</li> </ol>

## Training and Learning Resources

- 1) **Tools and equipment:** Drawing table
- 2) **Materials:** pattern drafting paper, dye, pencil, meter stick
- 3) Sample designs

## Suggested Reading Materials

Bigson, K., Awuyah, I. K., & Nyante, B. (2019). Assessing the Standard of Garment Design Processes among Garment Producers in Sekondi–Takoradi. *ADRRI Journal of Arts and Social Sciences*, 16(5), 1-16.

Eckert, C., & Stacey, M. (2003). Adaptation of sources of inspiration in knitwear design. *Creativity Research Journal*, 15(4), 355-384.

Eckert, C., & Stacey, M. (2000). Sources of inspiration: A language of design. *Design studies*, 21(5), 523-538.

Fontana, M., Carubelli, A., Rizzi, C., & Cugini, U. (2005). Cloth Assembler: A CAD module for feature-based garment pattern assembly. *Computer-Aided Design and Applications*, 2(6), 795-804.

Lu, S., Mok, P. Y., & Jin, X. (2017). A new design concept: 3D to 2D textile pattern design for garments. *Computer-Aided Design*, 89, 35-49.

Mitton, M. (2012). *Interior design visual presentation: a guide to graphics, models and presentation techniques*. John Wiley & Sons.

Pavlov, R., Paneva-Marinova, D., Goynov, M., & Pavlova-Draganova, L. (2010). Services for content creation and presentation in an iconographical digital library. *Serdica Journal of Computing*, 4(2), 279-292.

Reynolds, G. (2013). *Presentation Zen design: Simple design principles and techniques to enhance your presentations*. New Riders.

Reynolds, G. (2011). *Presentation Zen: Simple ideas on presentation design and delivery*. New Riders.

Townsend, K., & Goulding, R. (2011). The interaction of two- and three-dimensional design in textiles and fashion. In *Textile Design* (pp. 288-324e). Woodhead Publishing.

Yang, X., Mei, T., Xu, Y. Q., Rui, Y., & Li, S. (2016). Automatic generation of visual-textual presentation layout. *ACM Transactions on Multimedia Computing, Communications, and Applications (TOMM)*, 12(2), 1-22.



# MODULE CODE AND NAME: TGC 301 Construction of Children's Wear

**Contact Hours: 160 Hours**

## Module Overview

This module aims at developing trainee's abilities to make children's wears. Trainees will acquire skills for making basic and simple designs for children's dresses, shirts, and shorts.

## SUB-MODULE 1: Introduction to Children's Wear

### Learning Outcomes

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

- i) identify different categories of children's garments by gender, age, and size.
- ii) prepare and draft patterns for children's garments.

**Duration: 20 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>1) defines children's wear.</li> <li>2) Explains the importance of children's wears.</li> <li>3) Describes the design process for children's wears.</li> <li>4) Makes patterns for children's wears.</li> </ul>	<ul style="list-style-type: none"> <li>a) Introduction to children's wears:               <ul style="list-style-type: none"> <li>i) Definition of children's wears</li> <li>ii) Importance of creating designs</li> </ul> </li> <li>b) Design process for children's wears</li> <li>c) Preparation of patterns.</li> <li>d) Pattern adaptation.</li> </ul>	<ul style="list-style-type: none"> <li>i) Guide trainees in a brainstorming session on the definition and importance of children's wears.</li> <li>ii) Let trainees illustrate design process for children's wears.</li> <li>iii) Guide trainees through demonstration on preparations of patterns for children's wears.</li> </ul>

## Assessment Activities

Assign the trainees to:

- i) design various styles of children's wears.
- ii) make patterns for children's wears.
- iii) lay patterns on fabric and cut out the garment parts.

## Training and Learning Resources

- 1) **Tools and equipment:** cutting table, tape measure, pairs of scissors, pencils, markers, meter stick and sleeve curves, French curves, rubbers, pins
- 2) **Materials:** pattern drafting papers and glue
- 3) **Protective wear:** aprons

## SUB-MODULE 2: A sewing machine

### Learning Outcome

By the end of this sub-module the trainee should be able to safely and effectively operate a sewing machine.

**Duration: 50 Hours**

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) Observes sewing machines to familiarise with the different makes. 2) Identifies the parts of a sewing machine and	a) Introduction to a Sewing Machine. <ol style="list-style-type: none"> <li>i) Types of sewing machines (mechanical, computerized)</li> <li>ii) Parts of a sewing machine and their functions.</li> </ol> b) Threading and Maintenance	i) Take trainees to a tailoring workshop with various sewing machines to observe the functioning of the different makes. ii) Dismantle a sewing machine for the trainees to identify the different parts and their functions.

Competences	Content	Training and Learning Strategies
<p>their functions.</p> <p>3) Threads a sewing machine.</p> <p>4) Winds thread on the bobbin.</p> <p>5) Performs basic stitches and operations.</p> <p>6) Makes machine adjustments to control stitch lengths and width.</p> <p>7) Troubleshoots the causes of thread break, uneven stitches, and machine jam.</p>	<ul style="list-style-type: none"> <li>i) Threading a sewing machine</li> <li>ii) Bobbin winding and insertion</li> <li>iii) Regular maintenance of the machine.</li> <li>c) Basic Stitches                             <ul style="list-style-type: none"> <li>i) Straight stitch</li> <li>ii) Backstitch</li> <li>iii) Zigzag stitch</li> </ul> </li> <li>d) Basic operations                             <ul style="list-style-type: none"> <li>i) Sewing straight lines,</li> <li>ii) Turning corners</li> </ul> </li> <li>e) Sewing Machine Control                             <ul style="list-style-type: none"> <li>i) Stitch length and width adjustment</li> <li>ii) Tension adjustment</li> <li>iii) Speed control</li> </ul> </li> <li>f) Troubleshooting Common Issues                             <ul style="list-style-type: none"> <li>i) Thread breakage</li> <li>ii) Uneven stitches</li> <li>iii) Machine Jamming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>iii) Guide trainees through a demonstration to thread a sewing machine.</li> <li>iv) Guide trainees through a demonstration to wind thread on the bobbin,</li> <li>v) Guide trainees through demonstrates to perform basic stitches.</li> <li>vi) Let the trainees practice the adjustment of tension screw for different stitch lengths and widths.</li> <li>vii) Use a video clip to show trainees the different problems in sewing and how they can be rectified.</li> </ul>

## Assessment Activities

Assign the trainees to:

- i) thread and operate a sewing machine.
- ii) Make basic stitches.
- iii) Clean a sewing machine.

## Training and Learning Resources

- 1) **Tools and Equipment:** sewing machines, pairs of scissors, stitching needles, tape measure, pencils, and markers.
- 2) **Materials:** cotton fabrics, polyester, satin/sateen, viscose, trimmings, sewing threads, brown paper, tailor chalk, stiff paper, stiff cloth (interfacing), threads, hand needle, buttons, trouser hooks, waistband, zippers, French curves, rulers, iron box, ironing table, tailor's arm, pins, tracing wheel, cotton lining
- 3) **Protective wear:** apron, thimble, mask, closed shoes

## SUB-MODULE 3: Children's Dresses

### Learning Outcome

By the end of this sub-module the trainee should be able to design and make children's dresses.

### Duration: 40 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) identifies various designs for children's dresses. 2) selects suitable materials and	a) Designs of children's dresses for example: i) yoke with gathered skirt ii) brace support with flared skirt	i) Guide trainees to research the different designs of children's dresses. ii) Lead a guided discussion on suitable fabrics for children's dresses and ask trainees to take note. iii) Guide trainees through a demonstration on taking

Competences	Content	Training and Learning Strategies
fasteners for children's dresses. 3) takes body measurements for children's dresses. 4) lays pattern and cuts out fabrics for making children's dresses. 5) stitches children's dresses with neat finishes. 6) folds neatly and packs children's dresses.	iii) puffed sleeves and collar b) Materials for children's dresses. c) Sizes of children's dresses: i) Direct (length and girth) d) Patterns for children's dresses: i) Laying patterns. ii) Cutting fabric iii) Stitching children's dresses iv) Putting finishes a) Folding and packaging	direct measurements for children's dresses in comparison with standard size chart and ask them to practise taking body measurements for children's dresses. iv) Illustrate pattern-making and let trainees practise. v) Guide trainees to demonstrate pattern-laying and cutting for children's dresses. vi) Lead a demonstration on the stitching of children's dresses. vii) Guide a demonstration on the application of finishes and let trainees practise. viii) Lead trainees to demonstrate how to fold and pack children's dresses for customers.

### Assessment Activities

Assign the trainees to:

- i) design different fashions of children's dresses.
- ii) select suitable fabrics for making children's dresses.
- iii) make children's dresses, brand and package them.

## Training and Learning Resources

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

## SUB-MODULE 4: Children's Shorts

### Learning Outcome

By the end of the sub-module, the trainee should be able to design and make children's shorts.

### Duration: 40 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) identifies the designs for children's shorts. 2) selects suitable materials and fasteners for children's shorts. 3) takes appropriate body measurements for children's shorts.	a) Designs of children's shorts: i) elasticated plain top. ii) back elastic. iii) pleated front. b) Materials for children's shorts. c) Sizes of children's shorts: i) direct (length and girth).	i) Ask trainees to visit a children's shorts boutique to identify the different designs and make their sketches. ii) Display a variety of materials for making children's shorts for trainees to familiarize with their uses. iii) Guide trainees through a demonstration to take body measurements for different sizes of children's shorts. iv) Guide trainees through a demonstration to carefully lay and cut fabrics for making children's shorts.

Competences	Content	Training and Learning Strategies
4) lays patterns and cuts fabrics for making children’s shorts. 5) stitches children’s shorts with neat finishes. 6) folds neatly and packs children’s shorts.	d) Patterns for children’s shorts: i) laying patterns. ii) cutting fabric. iii) Stitching. iv) Finishes. e) Folding and packaging.	v) Demonstrate how to stitch parts of a short and let trainees practise the stitching of children’s shorts. vi) Guide trainees in a demonstration on the application of finishes to children’s shorts. vii) Let trainees demonstrate the folding and packaging of children’s shorts.

### Assessment Activities

Assign the trainees to:

- i) make patterns of children’s shorts.
- ii) lay and cut fabrics for making children’s shorts.
- iii) make and stitch children’s shorts.

### Training and Learning Resources

- 1) **Tools and equipment:** sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers and pressers, seam ripper and a pin cushion, needle threader
- 2) **Materials:** cotton fabrics, polyester, wool, trimmings, and sewing threads
- 3) **Protective wear:** apron, thimble, mask, closed shoes.

## SUB-MODULE 5: Children's Shirts

### Learning Outcome

By the end of the sub-module, the trainee should be able to design and make children's shirts.

### Duration: 40 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies the designs for Children's shirts.</li> <li>2) selects suitable materials and fasteners for children's shirts.</li> <li>3) takes appropriate body measurements for children's shirts.</li> <li>4) lays patterns and cuts fabrics for making children's shirts.</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs of children's shirts:             <ol style="list-style-type: none"> <li>i) Faced neckline</li> <li>ii) Collared shirt</li> <li>iii) Yoked shirt</li> <li>iv) Decorated neckline shirt</li> </ol> </li> <li>b) Materials for children's shirts</li> <li>c) Sizes of children's shirts:             <ul style="list-style-type: none"> <li>• Direct (length and girth)</li> </ul> </li> <li>d) Patterns for children's shirts             <ol style="list-style-type: none"> <li>i) Laying patterns</li> <li>ii) Cutting fabric</li> <li>iii) Stitching children's shirts</li> <li>iv) Finishes</li> </ol> </li> <li>e) Folding and packaging</li> </ol>	<ol style="list-style-type: none"> <li>i) Assign trainees to visit a children's shirts boutique to identify the different designs and make their sketches.</li> <li>ii) Display a variety of materials for making children's shirts for trainees to familiarise with their uses.</li> <li>iii) Guide trainees through a demonstration to take body measurements for different sizes of children's shirts.</li> <li>iv) Guide trainees through a demonstration to carefully lay and cut fabrics for making children's shirts.</li> <li>v) Demonstrate how to stitch parts of a short and let trainees practise the stitching of children's shirts.</li> <li>vi) Guide trainees in a demonstration on the application of finishes to children's shirts.</li> </ol>

Competences	Content	Training and Learning Strategies
5) stitches children’s shirts with neat finishes. 6) folds neatly and packs children’s shirts.		vii) Let trainees demonstrate the folding and packaging of children’s shirts.

### Assessment Activities

Assign the trainees in pairs to:

- i) design different fashions of children’s shirts.
- ii) make patterns of children’s shirts.
- iii) lay and cut garment parts for children’s shirts.
- iv) make children’s shirts.

### Training 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 wear:** Apron, thimble, mask, closed shoes.

## SUB-MODULE 6: Real Life Project for Children's Wears

### Learning Outcome

By the end of this sub-module, the trainee should be able to create patterns, cut, and make a child's wear.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) determines the children's wear to make. 2) makes a child's wear.	<b>Possible real-life projects:</b> a) Children dresses b) Children shirts c) Children shorts d) Children skirts	Supervise trainees as they demonstrate the step-by-step procedure of making children's wears

### Training and Learning Resources

- 1) **Tools and equipment:** Drawing table, sewing machine
- 2) **Materials:** pattern making paper, cloth, threads, sewing needs, pair of scissors
- 3) Sample designs

### Suggested Reading Materials

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

Armstrong, H. J. (2014). Patternmaking for fashion design. Pearson.

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

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



## MODULE CODE AND NAME: TGC 401 Construction of Women's wear

**Contact Hours: 160 Hours**

### Module Overview

This module will equip trainees with knowledge, skills, and competencies to produce different garments for women.

### SUB-MODULE 1: Work Apron (UNISEX)

#### Learning Outcome

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

**Duration: 10 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) Describes an apron.</li> <li>2) identifies various designs for a work apron.</li> <li>3) chooses materials and trims for a work apron.</li> <li>4) demonstrates the techniques of taking body measurements for work apron.</li> </ol>	<ol style="list-style-type: none"> <li>a) Meaning of apron.</li> <li>b) Designs of work aprons:               <ol style="list-style-type: none"> <li>i) Bib and braces</li> <li>ii) Skirts /waist apron</li> <li>iii) Sack / full apron</li> </ol> </li> <li>c) Materials for apron making.</li> <li>d) Sizes of work aprons: Direct (length and girth)</li> <li>e) Patterns for work aprons.</li> <li>f) Cutting fabrics.</li> </ol>	<ol style="list-style-type: none"> <li>i) Let trainees brainstorm the meaning of apron.</li> <li>ii) Use pictures to guide trainees on the various designs of work aprons.</li> <li>iii) Use video clips to discuss suitable materials for making work aprons.</li> <li>iv) Guide trainees through demonstrations on taking direct body measurements for a work apron in comparison with standard size charts.</li> </ol>

Competences	Content	Training and Learning Strategies
5) makes patterns for work apron. 6) lays patterns for work apron. 7) cuts fabric to make apron parts. 8) stitches cut parts to make an apron. 9) applies finishes on the apron. 10) folds neatly and packs aprons.	g) Stitching work apron. h) Finishes. i) Folding and packaging.	v) Demonstrate the pattern making and let trainees practice. vi) Let trainees demonstrate the pattern-laying and cutting of materials for work aprons. vii) Guide trainees through demonstration on the stitching of work aprons and let them practice. viii) Lead a demonstration on the application of finishes on work aprons. ix) Use a video clip to demonstrate how to fold and pack work aprons for trainees to emulate.

## Assessment Activities

Assign the trainees to:

- i) design different styles of work aprons.
- ii) make patterns of a work apron.
- iii) lay patterns on fabric and cut out apron parts.
- iv) stitch the parts together to make work aprons.
- v) Make finishes, neaten, and package the apron.

## Training and Learning Resources

- 1) **Tools and equipment:** sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pins, seam rippers, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks) and wardrobe
- 2) **Materials:** cotton fabrics, poplin, polyester viscose, trimmings, sewing threads, cleaning agents and flat iron
- 3) **Protective wear:** aprons, thimbles, masks, closed shoes, tailor’s cap

## SUB-MODULE 2: Dresses

### Learning Outcome

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

### Duration: 40 Hours

Competences	Content	Training and learning strategies
<p><b>The trainees:</b></p> <ol style="list-style-type: none"> <li>1) identifies different designs for dresses.</li> <li>2) selects materials and trims for making dresses.</li> <li>3) takes body measurements for dresses.</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs of dresses:                             <ol style="list-style-type: none"> <li>i) Bodice dresses with construction details</li> <li>ii) Princes line dresses</li> <li>iii) Sack dresses</li> <li>iv) Shirt dresses</li> </ol> </li> <li>b) Materials for making dresses</li> <li>c) Sizes of dresses:                             <ol style="list-style-type: none"> <li>i) Direct (length and girth).</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees to search the Internet for different designs of dresses.</li> <li>ii) Lead a demonstration on taking direct body measurements for dresses in comparison with standard size charts and let trainees to practice.</li> <li>iii) Lead a guided discussion on the suitable fabrics for dresses and ask trainees to search for various textures of fabric swatches and write a report.</li> </ol>

Competences	Content	Training and learning strategies
4) makes patterns for dresses. 5) lays patterns for dresses. 6) cuts out parts of dresses. 7) stitches parts of dresses. 8) neatens and applies finishes. 9) folds and packs dresses.	d) Making patterns for various dresses (with sleeves / sleeveless, collar or neckline), i) Laying patterns ii) Cutting fabrics e) Stitching dresses. f) Finishes g) Folding and packaging dresses.	iv) Illustrate pattern-making and let trainees practise. v) Guide a demonstration on pattern-laying and cutting of dress parts and let trainees practise. vi) Demonstrate the stitching of dresses and let trainees practise. vii) Lead a demonstration on application of finishes and ask the trainees to apply on dresses. viii) Use a video clip to guide trainees on how to fold and pack dresses.

## Assessment Activities

Let trainees work in pairs to:

- i) design different styles of dresses.
- ii) identify the fabrics appropriate for making selected designs of dresses.
- iii) make patterns of dresses.
- iv) lay patterns on fabric and cut out garment parts.
- v) stitch the garment parts together to make a dress.
- vi) finish, neaten, and package the dress.

## Training and Learning Resources

- 1) **Tools and equipment:** sewing machines, pairs of scissors, stitching needles, tape measure, pencils, markers, pins, seam rippers, pinking shears, pressing equipment, storage equipment (hangers/cases/wall nails/wall hooks), and wardrobe
- 2) **Materials:** cotton fabrics, wool, polyester viscose, chiffon, satin/sateen, silk, elastic, trimmings
- 3) **Protective wear:** aprons, thimbles, masks, closed shoes, tailor’s caps.

## SUB-MODULE 3: Blouses

### Learning Outcome

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

**Duration: 20 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies designs for blouses.</li> <li>2) Selects materials and trims for blouse making.</li> <li>3) demonstrates the techniques of taking body measurements for blouses.</li> <li>4) makes patterns for blouses.</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs for blouses:                             <ol style="list-style-type: none"> <li>i) Neckline</li> <li>ii) Collared</li> <li>iii) Sleeveless</li> <li>iv) High waist tops</li> </ol> </li> <li>b) Materials for making blouses.</li> <li>c) Sizes of blouses: Direct (length and girth)</li> </ol>	<ol style="list-style-type: none"> <li>i) Promote innovation and creativity by guiding trainees to search the Internet for various blouse designs and present their findings.</li> <li>ii) Lead a guided demonstration on taking direct body measurements for blouses in comparison with standard size charts and let trainees practise.</li> <li>iii) Lead a guided discussion on suitable fabrics for blouses and ask trainees to search for various textures of fabric swatches and write reports.</li> <li>iv) Illustrate pattern making for blouses and let trainees practice.</li> </ol>

Competences	Content	Training and Learning Strategies
5) lays blouse patterns on fabric.	d) Making patterns for blouses	v) Through demonstration, guide trainees on laying and cutting of patterns for blouses.
6) cuts out blouse parts.	i) Laying patterns	vi) Guide trainees by demonstrating stitching techniques specific to blouses. Provide opportunities for them to practise stitching different parts of a blouse.
7) stitches parts for blouses.	ii) Cutting fabrics	
8) applies finishes on blouses.	e) Stitching blouses	vii) Conduct a demonstration on applying finishes to blouses (e.g., hemming, buttonholes, and zips). Allow trainees to practice these techniques.
9) folds and packs blouses.	f) Applying finishes on blouses	
	g) Folding and packaging	viii) Demonstrate the procedure of folding and packing finished blouses for the trainees to practice.

### Assessment Activities

Assign the trainees to:

- i) design various styles of blouses.
- ii) determine various fabric materials appropriate for making blouses.
- iii) make patterns of blouses.
- iv) lay patterns on fabric and cut out blouse parts.
- v) stitch the garment parts to make blouses.
- vi) finish, neaten, and package the blouse.

### Training 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:** fabric (cotton, polyester viscose, silk, chiffon) and trimmings
- 3) **Protective wear:** aprons, thimbles, masks, closed shoes and tailor's caps

## SUB-MODULE 4: Skirts

### Learning Outcome

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

**Duration: 20 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies the designs for skirts.</li> <li>2) selects materials and trims for making skirts.</li> <li>3) takes body measurements for skirts.</li> <li>4) makes patterns for skirts.</li> <li>5) lays skirt patterns on fabric.</li> <li>6) cuts out parts for skirts.</li> <li>7) stitches parts for skirts.</li> <li>8) applies the appropriate finishes on the</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs of various skirts:                             <ol style="list-style-type: none"> <li>i) A-line</li> <li>ii) Gathered</li> <li>iii) Tailored</li> <li>iv) Gored</li> <li>v) Circular</li> <li>vi) Pleated</li> </ol> </li> <li>b) Skirts with construction details:                             <ol style="list-style-type: none"> <li>i) Plain round skirt</li> <li>ii) Gathered skirt</li> <li>iii) Pleated skirt</li> </ol> </li> <li>c) Materials for skirts</li> <li>d) Sizes of skirts                             <ol style="list-style-type: none"> <li>i) Direct (length and girth)</li> </ol> </li> <li>e) Making patterns for various skirts                             <ol style="list-style-type: none"> <li>i) Laying patterns</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees on ways of searching the internet for different skirt designs.</li> <li>ii) Lead trainees by demonstration to take direct body measurements for skirts and compare with the standard size chart.</li> <li>iii) Guide trainees through a discussion on suitable fabrics for skirts and direct them to conduct a compilation of fabric swatches representing different textures and write a report.</li> <li>iv) Illustrate pattern making procedures and take trainees through a practical session.</li> <li>v) Guide trainees through demonstration of pattern laying process and cutting of skirt parts.</li> <li>vi) Guide trainees to demonstrate the stitching of cut parts to make skirts.</li> </ol>

Competences	Content	Training and Learning Strategies
skirts and neatens. 9) folds and packs the skirts.	ii) Cutting fabrics f) Stitching skirts g) Finishes h) Folding and packaging	vii) Lead a demonstration on the application of appropriate finishes and task the trainees to apply them on skirts. viii) Use video clip demonstration to guide trainees on the process of folding and packaging skirts.

### Assessment Activities

Assign the trainees to:

- i) design different styles of skirts.
- ii) determine various fabric materials appropriate for making skirts.
- iii) make patterns of skirts.
- iv) lay patterns on fabric and cut out the skirt parts.
- v) stitch the garment parts to make skirts.
- vi) finish, neaten, and package a skirt.

### Training 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 wear:** apron, thimble, mask, closed shoes

## SUB-MODULE 5: Gomesi

### Learning Outcome

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

#### Duration: 50 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies various designs for gomesi.</li> <li>2) chooses materials and trims for gomesi.</li> <li>3) demonstrates the techniques of taking body measurements for gomesi.</li> <li>4) makes patterns for gomesi.</li> <li>5) lays gomesi patterns on fabric.</li> <li>6) cuts out gomesi parts.</li> <li>7) demonstrate the technique of free hand-cutting for the lower part of the gomesi.</li> </ol>	<ol style="list-style-type: none"> <li>a) Designs of various gomesi:                         <ol style="list-style-type: none"> <li>i) Full gomesi</li> <li>ii) Dress gomesi</li> </ol> </li> <li>b) Materials for gomesi.</li> <li>c) Sizes of gomesi:                         <ol style="list-style-type: none"> <li>i) direct (length and girth).</li> </ol> </li> <li>d) Making patterns for gomesi                         <ol style="list-style-type: none"> <li>i) Laying patterns</li> <li>ii) Cutting fabrics</li> </ol> </li> <li>e) Stitching the gomesi</li> <li>f) Finishes for gomesi</li> </ol>	<ol style="list-style-type: none"> <li>i) Lead trainees in a discussion on the different gomesi designs.</li> <li>ii) Guide trainees through a demonstration to take direct body measurements for gomesi making.</li> <li>iii) Take out trainees for a study tour in the nearby cloth shop to explore on the suitable fabrics for gomesi.</li> <li>iv) Illustrate pattern making procedure for gomesi parts and have the trainees to practise.</li> <li>v) Guide trainees through a demonstration on pattern laying and cutting of gomesi parts</li> <li>vi) Guide trainees through a demonstration to stitch gomesi parts.</li> <li>vii) Demonstrate to the trainees the application of</li> </ol>

Competences	Content	Training and Learning Strategies
8) stitches gomesi parts. 9) applies the appropriate finishes on gomesi and neatens. 10) folds and packs the gomesi.	g) Folding and packaging the gomesi.	the appropriate finishes on a gomesi and ask them to apply on a gomesi. viii) Let trainees demonstrate the folding and packing of gomesi.

### Assessment Activities

Group trainees and give them tasks to:

- i) design a gomesi.
- ii) determine the materials appropriate for making gomesi.
- iii) lay patterns on fabric and cut out the gomesi parts.
- iv) perform the free hand cutting procedure for lower parts of gomesi.
- v) stitch the garment parts to make a gomesi.
- vi) finish, neaten and package the *gomesi*.

### Training 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 wear:** Apron, thimble, mask, closed shoes.

## SUB-MODULE 6: Real Life Project for Women’s Wears

### Learning Outcome

By the end of this sub-module, the trainee should be able to create patterns, cut, and make a woman’s wear.

#### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) determines the women wear to make.</li> <li>2) makes a woman’s wear.</li> </ol>	<p><b>Possible Real-life projects:</b></p> <ol style="list-style-type: none"> <li>a) Dress making</li> <li>b) Blouse making</li> <li>c) Skirt making</li> <li>d) Gomesi making</li> </ol>	<p>Supervise trainees as they demonstrate the step-by-step procedure of making women’s wears</p>

#### Training and Learning Resources

- 1) **Tools and equipment:** Drawing table, sewing machine
- 2) **Materials:** pattern making paper, cloth, threads, sewing needs, pair of scissors
- 3) Sample of women’s wears and designs

#### Suggested Reading Materials

Aldrich, W. (2015). Metric pattern cutting for women's wear. John Wiley & Sons.

Armstrong, H. J. (2014). Patternmaking for fashion design. Pearson.

Cole, J. (2016). Patternmaking with Stretch Knit Fabrics: with STUDIO. Bloomsbury Publishing USA.

Dorsey, C. (2011). Garment Construction: A Complete course on making clothing for fit and Fashion. Fox Chapel Publishing.

Hollahan, L. (2010). How to Use, Adapt and Design Sewing Patterns. A&C Black.

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

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.

Zakaria, N., & Gupta, D. (Eds.). (2019). Anthropometry, apparel sizing and design. Woodhead Publishing.



## SUPPORT MODULE ONE

# MODULE CODE AND NAME: BCA 402 Basic Computer Applications

**Contact Hours: 80 Hours**

### Overview

This module introduces the trainees to basic computer skills and enables them to develop abilities to process, store, and retrieve record of information. The trainee will acquire hands-on skills in basic computer hardware operations and software operations involving Word Processing, Excel manipulation, and PowerPoint presentation; and be able to use the internet to research the latest garment constructions on the market.

## SUB-MODULE 1: Introduction to Computer

### Learning Outcome

By the end of this sub-module, the trainee should be able to boot a computer, clean its external parts, and open the word processing software.

**Duration: 10 Hours**

Competences	Contents	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) describes basic computer hardware parts and gives their purpose.</li> <li>2) performs basic assembling of a computer.</li> <li>3) explains the overview of computer applications</li> </ol>	<ol style="list-style-type: none"> <li>a) Basic computer hardware parts and their functions.</li> <li>b) Basic assembling of a computer</li> <li>c) Overview of computer</li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a brainstorming session on the basic computer hardware parts and their purpose.</li> <li>ii) Take trainees to a computer laboratory and demonstrate the basic assembling of a computer.</li> <li>iii) Lead a discussion on the overview of computer</li> </ol>

Competences	Contents	Training and Learning Strategies
including basic computer terminologies and concepts. 4) executes good care for a computer. 5) opens Microsoft Office Word software.	applications including basic terminologies and concepts d) Computer maintenance e) Microsoft Office Word software	applications including basic computer terminologies and concepts. iv) Guide trainees through demonstrations on computer maintenance. v) Demonstrate how to open the word processing software and let trainees practise.

### Assessment Activities

Assign the trainee to:

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

### Training and Learning Resources

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

## SUB-MODULE 2: Microsoft Office Word

### Learning Outcome

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

### Duration: 25 Hours

Competences	Contents	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) opens a Microsoft Office Word window on the computer.</li> <li>2) creates a file and a folder.</li> <li>3) names a file/folder.</li> <li>4) types text in Microsoft Office Word and saves it on a desktop.</li> <li>5) formats text in different styles.</li> <li>6) formats the page layout of the text.</li> <li>7) inserts tables, page numbers, and shapes in the text.</li> <li>8) prints a document</li> <li>9) saves the word document on a flash disk.</li> </ol>	<ol style="list-style-type: none"> <li>a) Formatting tools</li> <li>b) Inserting tools</li> <li>c) Production of a Microsoft Word document in common fonts</li> <li>d) Implementing watermark, page border, and page colour</li> <li>e) Tables and table properties using Word and ClipArt</li> <li>f) Production of a well-formatted document</li> <li>g) Saving work on an external drive such as</li> </ol>	<ol style="list-style-type: none"> <li>i) Guide through demonstration to open a Word Window and type a text.</li> <li>ii) Demonstrate different ways of formatting a text.</li> <li>iii) Lead a guided discussion on how to use a keyboard to input text.</li> <li>iv) Guide trainees through demonstration to set different page layouts of a document.</li> <li>v) Demonstrating the insertion of a table within the text and typing of text in the inserted table.</li> <li>vi) Use a video clip to show trainees how to insert shapes in a document and print a hard copy.</li> <li>vii) Demonstrates the saving of work on an external drive such as a flash disk.</li> </ol>

## 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.

## Training and Learning Resources

- 1) Computer set and power cables
- 2) UPS (power backup)
- 3) flash disks
- 4) Overhead projector

## SUB-MODULE 3: Introduction to PowerPoint Presentation

### Learning Outcome

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

**Duration: 15 Hours**

Competences	Content	Training and Learning Activities
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies the features of a PowerPoint presentation.</li> <li>2) creates PowerPoint slides using inbuilt formatting tools.</li> <li>3) makes PowerPoint</li> </ol>	<ol style="list-style-type: none"> <li>a) Overview of PowerPoint and its features</li> <li>b) Elements of effective presentations</li> <li>c) Planning and structuring presentations</li> <li>d) Introduction to slide layout and design principles</li> </ol>	<ol style="list-style-type: none"> <li>i) Provide pre-training resources that introduce the basic features and functions of PowerPoint.</li> <li>ii) Use interactive activities or quizzes to engage trainees in discovering and identifying the features of a PowerPoint document.</li> <li>iii) Encourage trainees to actively participate, ask questions, and provide feedback throughout the learning process.</li> </ol>

Competences	Content	Training and Learning Activities
<p>presentations with animations.</p> <p>4) inserts a video into a PowerPoint.</p>	<p>e) Utilizing PowerPoint templates and themes</p> <p>f) Using animations and transitions to enhance slide content</p>	<p>iv) Break down the process of creating PowerPoint slides and presentations into smaller, manageable steps.</p> <p>v) Provide clear and concise instructions during the demonstrations, highlighting key tips and best practices.</p> <p>vi) Guide trainees through demonstrations to make PowerPoint slides and presentations.</p>

### Assessment Activities

Assign the trainee to:

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

### Training and Learning Equipment

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

## SUB-MODULE 4: Web-browsing and Internet Tools

### Learning Outcome

By the end of the module, the trainee should be able to identify different web-browsing tools and use them to access information from the internet.

### Duration: 10 Hours

Competences	Content	Training and Learning Activities
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies different web browsers and their features.</li> <li>2) Navigates browser interfaces and settings.</li> <li>3) Uses bookmarks and browser extensions.</li> <li>4) Identifies the tips for web browsing.</li> </ol>	<ol style="list-style-type: none"> <li>a) Overview of web browsers and their features.</li> <li>b) Navigating browser interfaces and settings.</li> <li>c) Using bookmarks and browser extensions.</li> <li>d) Tips for efficient web browsing.</li> </ol>	<ol style="list-style-type: none"> <li>i) Through demonstration, task trainees to identify different web browsers and their features.</li> <li>ii) Demonstrate to trainees how to navigate browser interfaces and task them to navigate.</li> <li>iii) Through guided discovery, trainees will use bookmarks and browser extensions on computer.</li> <li>iv) Through group discussion, trainees will establish the tips for efficient web browsing.</li> </ol>

### Assessment Activities

Assign the trainee to:

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

### Training and Learning Equipment

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

## Sub-module 5: Microsoft Office Excel

### Learning Outcome

By the end of this module, the learner should be able to record data in a Microsoft excel sheet.

### Duration: 20 Hours

Competences	Content	Suggested Teaching/ Learning Strategies
<b>The learner:</b> 1) Creates an Excel worksheet. 2) Records data in a worksheet. 3) Uses inbuilt functions and formulas to calculate data. 4) Sizes the columns and rows to fit the data and print level. 5) Sets visible excel borders. 6) Saves data. 7) Makes selection for printing.	i) Opening Microsoft excel window ii) Recording data in a worksheet iii) Basic calculations: a) Additions b) Subtractions c) Multiplication d) Division iv) Sizing columns and rows v) Saving excel data vi) Printing excel data	a) Guide learners through practical demonstration to open a Microsoft excel window. b) Demonstrate the recording of data in the worksheet for learners to practice. c) Using the available computers, let learners demonstrate the calculations using excel functions. d) Demonstrate for learners to practice the sizing of columns and rows to fit the data. e) Through guided demonstrations, let learners set visible cell borders, save, and print excel data.

### Assessment Activities

Assign learners to:

- 1) Record data in a worksheet.
- 2) Calculate numerical data using inbuilt functions.

## Training and Learning Resources

- 1) Computer
- 2) Smartphone
- 3) IPad
- 4) Printer
- 5) Power cable
- 6) Overhead projector
- 7) Excel data sample

## 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 (2<sup>nd</sup> Ed.). Vikas Publishing House.



# MODULE CODE AND NAME: TGC 501 Graphic Design and Fabric Decoration

**Contact Hours: 120 hours**

## Module Overview

This module will equip the trainee with knowledge, skills, and competences in graphic designing and fabric decoration covering design principles, software skills and visual elements.

## SUB-MODULE 1: Textile Designing and Decoration

### Learning Outcome

By the end of this sub-module, the trainee should be able to design and decorate fabrics.

**Duration: 40 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains textile design and decoration.</li> <li>2) explains the importance of designed and decorated fabrics.</li> <li>3) applies textile designing and decorations on fabrics.</li> <li>4) Produces assortment of functional items.</li> </ol>	<ol style="list-style-type: none"> <li>a) Definition of textile design and decoration</li> <li>b) Importance of designing and decorating fabrics.</li> <li>c) Techniques of textile designing and decoration:               <ol style="list-style-type: none"> <li>i) Tie and dye</li> <li>ii) Printing</li> <li>iii) Batik</li> <li>iv) Embroidery</li> <li>v) Applique</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Trainees think, pair and share on the definition of textile design and decoration and present their findings.</li> <li>ii) Organise a group discussion on the importance of designed and decorated fabrics.</li> <li>iii) Demonstrate the application of textile designing and decoration techniques</li> </ol>

Competences	Content	Training and Learning Strategies
	d) Production of functional items (products). a) Bags b) Wallets c) Table mats d) Pillow and cushion covers.	for the trainees to practice. iv) Guide trainees through demonstrations to make different functional items.

### Assessment Activities

Assign the trainees to:

- i) Design fabrics using any of the following techniques:
  - a) Tie and dye
  - b) Printing
  - c) Batik
  - d) Embroidery
  - e) Applique

### Training and Learning Resources

- 1) **Tools and Equipment:** Pairs of scissors, tape measure, pencils and pressing equipment, embroidery hoops, needles, tracing paper, buckets, spoons, markers and brushes
- 2) **Materials:** dye, chemicals, firewood, wooden spoon, salt, raffia, printing blocks, fabric pieces of different roses, coloured threads.
- 3) **Protective wear:** Apron, gloves

## SUB-MODULE 2: Graphic Designing

### Learning Outcome

By the end of this sub-module the trainee should be able to design and make a garment.

### Duration: 30 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) describes graphic design as applied in textile. 2) Applied the principles of graphic designing in textile. 3) mixes different colours to make different dye compositions. 4) applies basic computer skills to design different textile designs.	a) Introduction to graphics design. b) Principles of graphic designing. c) Colour theory, typography, and composition. d) Familiarization with design software (Adobe packages): f) Illustrator g) Photoshop	i) Let trainees brainstorm the meaning of graphic designs. ii) Group trainees to research on the principles of graphic design. iii) Guide trainees through a demonstration to mix different colour combinations for a dye. iv) Guide trainees to use computer software packages to produce textile graphic designs.

### Assessment Activities

Assign the trainee to:

- i) mix different colours and come out with different colour combinations.
- ii) draft simple designs of fabric using Adobe packages.

### Training and Learning Resources

- 1) **Tools and equipment:** buckets, brushes, sticks and computers with design software.
- 2) **Materials:** fabric, paper, colours
- 3) **Protective wear:** apron, masks and gloves

## SUB-MODULE 3: Computer Aided Designing

### Learning Outcome

By the end of this sub-module the trainee should be able to apply basic computer knowledge and skills to design and decorate garments.

### Duration: 30 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) Describes computer aided designing.</li> <li>2) Explains the need for computer aided designs in textile.</li> <li>3) Make AutoCAD commands.</li> <li>4) Uses AutoCAD to make patterns and design garments.</li> <li>5) Collects available fabrics for recycling and upcycling.</li> </ol>	<ol style="list-style-type: none"> <li>a) Introduction to computer aided designing (CAD)</li> <li>b) Need for CAD in Textile</li> <li>c) AutoCAD commands (stripes, circles, angles, flowers, trim, erase, scale, dimension, layers)</li> <li>d) Development of patterns using sketch pad.</li> <li>e) Designing and decorating garment using sketch pads.</li> <li>f) Introduction to Circular fashion concepts: (Recycling and Upcycling)</li> </ol>	<ol style="list-style-type: none"> <li>i) Let trainees research the meaning of Computer Aided Designs.</li> <li>ii) Group trainees to discuss the importance of CAD in textile.</li> <li>iii) Guide trainees through demonstrations to use computer aided packages to design and decorate textile.</li> <li>iv) Use a video clip to guide trainees on the recycling and upcycling of fabrics.</li> </ol>

### Assessment Activity

Assign the trainee to use computers to draft simple designs and decorations of fabric.

## Training and Learning Resources

- 1) **Equipment:** computer with design software.
- 2) **Materials:** fabric, dyes
- 3) **Protective wear:** apron, masks and gloves

## SUB-MODULE 4: Real Life Project for Graphic Design and Fabric Decoration

### Learning Outcome

By the end of this sub-module, the trainee should be able to make well designed and decorated functional products.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> <ul style="list-style-type: none"> <li>• Makes a functional product.</li> </ul>	<b>Possible Real-life projects:</b> <ol style="list-style-type: none"> <li>a) Bags</li> <li>b) Wallets</li> <li>c) Table mats</li> <li>d) Pillow and cushion covers</li> </ol>	Supervise trainees as they demonstrate the step-by-step procedure of making functional products.

## Suggested Reading Materials

Centner, M., & Vereker, F. (2011). Fashion designer's handbook for Adobe Illustrator. John Wiley & Sons.

Colussy, M. K., & Greenberg, S. (2007). Rendering fashion, fabric, & prints with Adobe Illustrator. Pearson Prentice Hall.

Indrie, L., & Buzle, M. (2016). Adobe Illustrator and GIMP-an approach to garment design. Annals of the University of Oradea, Fascicle of Textiles-Leatherwork, Oradea, 17(1), 73-76.

Naik, S. D. (2006). Surface designing of textile fabrics. New Age International.

Sinclair, R. (Ed.). (2014). Textiles and fashion: materials, design and technology. Elsevier.

Steed, J., & Stevenson, F. (2012). Basics Textile Design 01: Sourcing Ideas: Researching Colour, Surface, Structure, Texture and Pattern (Vol. 1). A&C Black.

Tallon, K. (2008). Digital Fashion Illustration: With Photoshop and Illustrator. Anova Books.

Udale, J. (2008). Basics fashion design 02: Textiles and fashion (Vol. 2). Ava Publishing.



## MODULE CODE AND NAME: TGC 601

### Construction of Men's Wear

**Contact Hours: 160 Hour**

#### Module Overview

This module will equip the trainee with knowledge, skills, and competences to produce different garments for 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 should be able to design and make shirts for male adults.

**Duration: 50 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies various designs for shirts.</li> <li>2) chooses materials and trims for shirts.</li> <li>3) demonstrates the techniques of taking body measurements for shirts.</li> <li>4) makes patterns for shirts.</li> <li>5) lays shirt patterns on fabric.</li> <li>6) cuts out parts of the shirts and stitches</li> </ol>	<ol style="list-style-type: none"> <li>a) Materials and tools used for men's shirts</li> <li>b) Designs of various men's shirts:               <ol style="list-style-type: none"> <li>i) Standard tunic</li> <li>ii) Juvenile</li> <li>iii) Sports</li> <li>iv) Scout type</li> <li>v) Air crew</li> <li>vi) Decorative neckline</li> <li>vii) Russian collar</li> </ol> </li> <li>c) Sizes of men's shirts:</li> </ol>	<ol style="list-style-type: none"> <li>i) Take trainees to a men's shirt-making tailor to get exposure to the materials, tools and equipment used in making shirts.</li> <li>ii) Use a video clip to guide trainees on the different designs of men's shirts.</li> <li>iii) Guide trainees through a demonstration to lay patterns on standard-size charts.</li> </ol>

Competences	Content	Training and Learning Strategies
them to make shirts. 7) applies the appropriate finishes on the shirts and neatens. 8) folds and packs the completed shirts.	<ul style="list-style-type: none"> <li>• direct (length and girth)</li> </ul> d) Patterns for men’s shirts: <ul style="list-style-type: none"> <li>i) laying patterns</li> <li>ii) stitching shirts</li> <li>iii) finishing</li> </ul> e) Folding and packaging	iv) Demonstrate the cutting and stitching of shirt parts. v) Guide trainees through demonstrations to apply finishes on shirts and make neat folds.

### Assessment Activities

Assign the trainee to:

- i) identify designs for various men’s shirts.
- ii) take body measurements.
- iii) choose the right fabrics.
- iv) choose the right trims.
- v) interpret design/styles.
- vi) prepare patterns.
- vii) lay the pattern on fabric, cut and make various garments.
- viii) brand and package the finished garment.
- ix) brainstorm the challenges faced during the production of men’s shirts.

### Training 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, sewing threads, brown paper, tailor chalk, stiff paper, stiff cloth (interfacing), threads, hand needle, buttons, trouser hooks, waistband, zippers, French curves, rulers, iron box, ironing table, tailor’s arm, pins, tracing wheel, cotton lining
- 3) **Protective wear:** apron, thimble, mask, closed shoes

## SUB-MODULE 2: Men's Shorts

### Learning Outcome

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

### Duration: 40 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) chooses materials and tools for men's shorts.</li> <li>2) identifies various designs for men's shorts.</li> <li>3) demonstrates the techniques of taking measurements for men's shorts.</li> <li>4) makes patterns for men's shorts.</li> <li>5) lays patterns for men's shorts.</li> <li>6) cuts out parts of men's shorts.</li> </ol>	<ol style="list-style-type: none"> <li>a) Materials and tools for men's shorts</li> <li>b) Designs of men's shorts:             <ol style="list-style-type: none"> <li>a) pleated</li> <li>b) plain top</li> <li>c) elastic pair of shorts</li> </ol> </li> <li>c) Sizes of men's shorts:             <ul style="list-style-type: none"> <li>• direct (length and girth).</li> </ul> </li> <li>d) Patterns for men's shorts:             <ol style="list-style-type: none"> <li>i) Laying and cutting patterns.</li> <li>ii) Stitching men's shorts</li> <li>iii) Finishing</li> </ol> </li> <li>e) Folding and packaging.</li> </ol>	<ol style="list-style-type: none"> <li>i) Take trainees to a men's short making tailor to get exposure of the materials, tools and equipment used in making shorts.</li> <li>ii) Guide trainees to search from the Internet the different designs for men's shorts.</li> <li>iii) Guide trainees through demonstrations to take body measurements for men's shorts.</li> <li>iv) Lead a guided discussion on suitable fabrics for men's shorts.</li> <li>v) Guide trainees in demonstrations for making short patterns.</li> <li>vi) Demonstrate the laying of patterns to the fabric and cutting for men's shorts.</li> <li>vii) Demonstrate the stitching of men's shorts and let trainees practice.</li> </ol>

Competences	Content	Training and Learning Strategies
7) stitches parts of men’s shorts. 8) applies finishes. 9) presses, folds and packs men’s shorts.		viii) Demonstrate the application of finishes for men’s shorts. ix) Use video clips to demonstrate how to fold and pack men’s shorts.

### Assessment Activities

Assign the trainee to:

- i) design different styles of men’s shorts.
- ii) make patterns for men’s shorts.
- iii) lay, cut, and stitch garment parts to make shirts.

### Training 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, trimmings, polyester viscose and sewing threads, brown paper, tailor chalk, stiff paper, stiff cloth, threads, hand needle, buttons, trouser hooks, waistband, zippers, French curves, rulers, iron box, ironing table, tailor’s arm, pins, tracing wheel, cotton lining
- 3) **Protective wear:** apron, thimble, mask, closed shoes

## SUB-MODULE 3: Men's Trousers

### Learning Outcome

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

### Duration: 50 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) chooses materials and tools for men's trousers.</li> <li>2) identifies various designs for men's trousers.</li> <li>3) demonstrates the techniques of taking body measurements for men's trousers.</li> <li>4) makes patterns for men's trousers.</li> <li>5) lays patterns for men's trousers.</li> <li>6) cuts out parts for men's trousers.</li> <li>7) stitches parts for men's trousers.</li> </ol>	<ol style="list-style-type: none"> <li>a) Materials and tools for men's trousers</li> <li>b) Designs of men's trousers:             <ol style="list-style-type: none"> <li>i) Plain top</li> <li>ii) Pleated top</li> <li>iii) Three quarter (3q)</li> </ol> </li> <li>c) Sizes of men's trousers:             <ul style="list-style-type: none"> <li>• Direct (length and girth)</li> </ul> </li> <li>d) Patterns for men's trousers:             <ol style="list-style-type: none"> <li>i) Laying and cutting patterns.</li> <li>ii) Stitching</li> <li>iii) Finishing</li> </ol> </li> <li>e) Folding and packaging</li> </ol>	<ol style="list-style-type: none"> <li>i) Take trainees to a men's trouser - making tailor to get exposure of the materials, tools and equipment used in making trousers.</li> <li>ii) Guide trainees to search from the Internet the different designs for men's trousers.</li> <li>iii) Guide trainees through demonstrations to take body measurements for men's trousers.</li> <li>iv) Lead a guided discussion on suitable fabrics for men's trousers.</li> <li>v) Guide trainees in demonstrations to make trouser patterns.</li> <li>vi) Demonstrate the laying of patterns to the fabric and cutting for men's trousers.</li> </ol>

Competences	Content	Training and Learning Strategies
8) applies finishes. 9) presses, folds and packs men's trousers.		vii) Demonstrate the stitching of men's trousers and let trainees practice.  viii) Demonstrate the application of finishes on men's trousers.

### 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.

### Training 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 dummy.
- 2) **Materials:** cotton fabrics, stuffing/sponge, cup fabrics, band fabrics underwire and wire casing, strappings, trimmings, sewing threads, brown paper, tailor chalk, stiff paper, stiff cloth, threads, hand needle, buttons, trouser hooks, waistband, zippers, French curves, rulers, iron box, ironing table, tailor's arm, pins, tracing wheel, cotton lining.
- 3) **Protective wear:** apron, thimble, mask, closed shoes

## SUB-MODULE 4: Real Life Project for Men's Wears

### Learning Outcome

By the end of this sub-module, the trainee should be able to create patterns, cut, and make a man's wear.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) determines the man's wear to make. 2) makes a man's wear.	<b>Possible Real-life projects:</b> a) Shirt making b) Short making c) Trouser making	Supervise trainees as they demonstrate the step-by-step procedure of making men's wears.

### Training and Learning Resources

- 1) **Tools and equipment:** Drawing table, sewing machine
- 2) **Materials:** pattern making paper, cloth, threads, sewing needs, pair of scissors
- 3) Sample designs

## Suggested Reading Materials

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

Gayatri, V. Kapil, D. (2020). *Cutting and Tailoring Course illustrated*. Asian publishers

Helen, J. (2020). *Pattern Making for Garment Construction*. 4th Edition, Prentiss Hall

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

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.

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. I. (2013). *Zero-waste Garment Construction: a study at the intersection of cloth, Garment Construction and pattern cutting* (Doctoral dissertation).

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



# SUPPORT MODULE TWO

## MODULE CODE AND NAME: BES 602 Basic Entrepreneurship Skills

**Contact Hours: 80 Hours**

### Module Overview

This module will develop the trainees’ creative and innovative skills and the abilities to look out for opportunities by manipulating natural and human-made resources for business. It is intended to enhance the trainee’s positive career attitude towards entrepreneurship as a means of making a living. It covers units for business planning and start up, marketing, business ethics, and communication skills.

### SUB-MODULE 1: Concepts of Entrepreneurship

#### Learning Outcome

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

**Duration: 06 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) defines entrepreneur and entrepreneurship.</li> <li>2) describes the qualities of an entrepreneur.</li> <li>3) analyses the benefits and barriers of being an entrepreneur.</li> </ol>	<ol style="list-style-type: none"> <li>a) Meaning of entrepreneur and entrepreneurship</li> <li>b) Qualities of an entrepreneur</li> <li>c) Benefits of being an entrepreneur.</li> <li>d) Barriers to entrepreneurship .</li> </ol>	<ol style="list-style-type: none"> <li>i) Let trainees brainstorm the meaning of entrepreneur and entrepreneurship.</li> <li>ii) Lead a guided discussion on the qualities of a good entrepreneur.</li> <li>iii) Group trainees and let them discuss the benefits and barriers of entrepreneurship.</li> </ol>

## Activity

Assign the trainees to identify the benefits of entrepreneurship development in their communities and come up with live examples of prominent entrepreneurs for presentation in class.

## Training 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 entrepreneurs

## SUB-MODULE 2: Business Start-up in Textile Industry

### Learning Outcome

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

**Duration: 08 Hours**

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) illustrates the steps to follow when starting a textile business venture.</li> <li>2) identifies the factors to consider when starting a textile business.</li> </ol>	<ol style="list-style-type: none"> <li>a) Process of starting a business</li> <li>b) Factors to consider when starting a small-scale business in the textile industry:                             <ol style="list-style-type: none"> <li>i) Sole proprietorship</li> <li>ii) Partnership</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Guide trainees through illustration on the process of starting a textile business venture.</li> <li>ii) Let trainees discuss, in groups, the factors considered when selecting a textile business venture.</li> <li>iii) Guide a brainstorming session on the sources of</li> </ol>

Competences	Content	Training and Learning Strategies
3) identifies the sources of capital for small-scale textile businesses.	c) Sources of capital for small-scale textile businesses.	capital for small-scale enterprises.

### Assessment Activities

- i) Let the trainees explain the different forms of textile business ownership.
- ii) Give the trainees assignment to research on the causes of textile business success and failure in Uganda.

### Training and Learning Resources

- 1) Training manuals on the 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) Compendiums about entrepreneurs
- 5) Journal articles on business start-up process
- 6) Business magazines on business start-up process
- 7) Newspaper articles on business start-up process
- 8) Proceedings of conferences on business start-up process

## SUB-MODULE 3: Textile Business Planning

### Learning Outcome

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

### Duration: 08 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) identifies the elements of a business plan.</li> <li>2) prepares a business plan following the required steps.</li> <li>3) justifies the importance of a business plan in the textile business.</li> </ol>	<ol style="list-style-type: none"> <li>a) Elements of a business plan</li> <li>b) Making a business plan</li> <li>c) Importance of a business plan in textile business</li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a guided discussion on the elements of a business plan.</li> <li>ii) Use illustrations to guide trainees to make simple business plans.</li> <li>iii) Let trainees discuss, in groups, the importance of business plans in the textile business.</li> </ol>

### Assessment Activities

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

### Training 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 Textile Business Enterprises

### Learning Outcome

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

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) explains the differences between marketing and selling.</li> <li>2) discusses the key elements that make up a marketing mix.</li> <li>3) demonstrates creative selling and advertising of textile materials.</li> </ol>	<ol style="list-style-type: none"> <li>a) Marketing and selling</li> <li>b) The marketing mix:               <ol style="list-style-type: none"> <li>i) Product</li> <li>ii) Price</li> <li>iii) Place</li> <li>iv) People</li> </ol> </li> <li>c) Creative selling and advertising of textile materials.</li> <li>d) Customer care</li> </ol>	<ol style="list-style-type: none"> <li>i) Lead a guided class discussion on marketing activities.</li> <li>ii) Use a case study to demonstrate to trainees the importance of the marketing mix.</li> <li>iii) Invite a marketing officer to guide trainees through a demonstration of creative selling and advertising of textile materials.</li> </ol>

### Assessment Activities

Assign the trainees to design an advert for a simple textile business.

### Training and Learning Resources

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

## SUB-MODULE 5: Business Ethics and Life Skills

### Learning Outcome

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

#### Duration: 18 Hours

Competences	Content	Training and Learning Strategies
<p><b>The trainee:</b></p> <ol style="list-style-type: none"> <li>1) defines ethics in business.</li> <li>2) demonstrates the behaviour required in the textile business.</li> <li>3) states the benefits of ethical behaviour in the textile business.</li> <li>4) identifies the parties to textile business ethics.</li> </ol>	<ol style="list-style-type: none"> <li>a) Meaning of ethics</li> <li>b) Ethical behaviour in textile business</li> <li>c) Benefits of business ethics</li> <li>d) Parties to textile business ethics</li> <li>e) Health and Safety Life Skills:                             <p>Meanings of:</p> <ol style="list-style-type: none"> <li>i) HIV/AIDS.</li> <li>ii) COVID</li> <li>iii) M. Pox</li> <li>iv) Ebola</li> <li>v) CUSB.</li> <li>vi) Myths about HIV/AIDS and COVID-19.</li> <li>vii) Spread of HIV/AIDS, COVID-19, M. Pox, Ebola and CUSB.</li> <li>viii) Impact of HIV/AIDS COVID19, M. Pox, Ebola, and CUSB.</li> <li>ix) Interventions and control measures for HIV/AIDS, COVID-19, M. Pox, Ebola, and CUSB.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>i) Let trainees brainstorm the meaning of business ethics.</li> <li>ii) Group trainees to role-play textile business ethics.</li> <li>iii) Through case studies let trainees identify the benefits of practising business ethics in textile business.</li> <li>iv) Lead a discussion on the parties to textile business ethics.</li> </ol>

## Assessment Activities

Assign the trainee to discuss in groups the:

- i) benefits of ethics in the textile business.
- ii) roles of different parties in the textile business and make class presentations.

## Training and Learning Resources

- 1) Study manuals on ethical behaviour in business
- 2) Video clips on business ethics
- 3) Proceedings of conferences on business ethics

## SUB-MODULE 6: Introduction to Business

### Communication

#### Learning Outcome

By the end of the sub-module, the trainees should be able to communicate effectively with business stakeholders.

#### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) explains the meaning of communication. 2) examines the importance of communication in business. 3) observes the principles of communication. 4) illustrates the communication process.	a) Meaning of communication b) Importance of communication c) Principles of communication d) Communication process (Communication model) i) Types of communication	iv) Lead trainees in a brainstorming session on the meaning and importance of communication. v) Let trainees research on the Internet and in textbooks, the principles of communication. vi) Guide trainees through illustration of the

Competences	Content	Training and Learning Strategies
5) communicates in various ways. 6) identifies the barriers to effective communication in the textile and fashion industry. 7) sets mitigation measures to minimise barriers to effective communication. 8) describes the benefits of networking and industry connections in the Ugandan and East African fashion and design sectors.	ii) Barriers to effective communication and negotiation skills for Ugandan fashion and design entrepreneurs iii) Networking and industry connections in the Ugandan and East African fashion and design sectors	communication process. vii) Pair up trainees to role-play different ways of communicating. viii) Let trainees discuss in groups the barriers to effective communication and how they can be minimised. ix) Lead a guided discussion on the benefits of networking and industry connections in the Ugandan and East African fashion and design sectors.

### Assessment Activity

Assign the trainees to draw the communication channel and describe how it operates.

### Training and Learning Resources

- i) Chart showing the communication process
- ii) Information recorder
- iii) Documentary on effective communication
- iv) Computer gadgets
- v) English dictionary

## SUB-MODULE 7: Business Development and Growth of Start ups

### Learning Outcome

By the end of the sub-module, the trainees should be able to develop a comprehensive financial strategy by exploring funding options, analyse financial data, manage costs, and optimize working capital for a textile and garment business to enable informed decision-making and sustainable growth.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) describes the different funding options for textile and garment businesses. 2) identifies industry-specific financial challenges and opportunities in the textile and garment sector. 3) develops financial	a) Funding options for textile and garment businesses: i) Traditional funding sources (personal savings, loans, grants) ii) Alternative funding sources (venture capital, crowdfunding) b) Financial management in textile and garment industry: i) Industry-specific financial challenges and opportunities. ii) Financial planning and budgeting for textile and garment businesses.	i) Lead trainees to discuss in groups the different funding options for textile and garment businesses. ii) Lead trainees in groups to identify industry-specific financial challenges and opportunities in the textile and garment sector. iii) Use demonstration to develop financial plans and budgets tailored to textile

Competences	Content	Training and Learning Strategies
<p>plans and budgets tailored to textile and garment businesses.</p> <p>4) calculates and manages costs and prices in textile and garment production.</p> <p>5) Analyses financial performance using ratio analysis for textile and garment products to inform business decisions.</p> <p>6) Controls working capital to minimise loss in the textile</p>	<p>c) Costing and pricing:</p> <p>i) Costs (raw materials, labour, overheads)</p> <p>ii) Pricing strategies (cost-plus, value-based, competitive pricing).</p> <p>d) Financial performance analysis:</p> <p>i) Ratio analysis (gross margin, operating margin, return on investment).</p> <p>ii) Break-even analysis for textile and garment products.</p> <p>e) Working Capital Management:</p> <p>i) Managing inventory (raw materials, work-in-progress, finished goods)</p> <p>ii) Managing accounts receivable and payable.</p> <p>iii) Textile business sustainability</p>	<p>and garment businesses.</p> <p>iv) Apply illustration to calculate and manage costs and prices in textile and garment production.</p> <p>v) Invite a guest speaker from the textile industry to guide in the Analysis of financial performance using ratio analysis for textile and garment products to inform business decisions.</p> <p>vi) Use a video to demonstrate how to manage working capital effectively in textile and garment businesses.</p>

Competences	Content	Training and Learning Strategies
and garment businesses. 7) Sets strategies for sustaining textile business.		vii) Guide trainees through a role-play on how to sustain textile businesses.

### Assessment Activity

Assign the trainees to develop a financial strategy for their business start-ups.

### Training and Learning Resources

- i) Chart showing different financial funding sources.
- ii) Calculators.
- iii) Documentary on financial management.

## SUB-MODULE 8: Sustainable Business Practices in textile and garment construction

### Learning Outcome

By the end of the sub-module, the trainees should be able to identify and apply simple sustainable practices in textile and garment production, reducing environmental impacts and promoting social responsibility.

### Duration: 20 Hours

Competences	Content	Training and Learning Strategies
<b>The trainee:</b> 1) defines sustainability. 2) explains the importance of sustainability	a) Meaning of sustainability. b) Importance of sustainability in textiles and garments.	i) Lead trainees to brainstorm on the meaning of sustainability. ii) Use think-pair share to explain the

Competences	Content	Training and Learning Strategies
<p>in textiles and garments.</p> <p>3) identifies sustainable materials and practices in textiles and garments.</p> <p>4) demonstrates basic waste reduction and management techniques.</p> <p>5) discusses sustainable design principles</p> <p>6) explains the basic sustainable production methods.</p> <p>7) demonstrates how to care for the environment:</p> <p>8) explains the social responsibility performed by</p>	<p>c) Sustainable materials and practices</p> <p>i) Eco-friendly materials (organic cotton, recycled materials)</p> <p>ii) Simple sustainable practices in textile and garment production</p> <p>d) Basic waste reduction and management techniques</p> <p>e) Sustainable design principles (reduce, reuse, recycle)</p> <p>f) Basic sustainable production methods (energy-efficient, water-saving)</p> <p>g) Caring for the environment:</p> <p>i) Basic environmental impacts of textile and garment production</p> <p>ii) Simple ways to reduce</p>	<p>importance of sustainability in textiles and garments.</p> <p>iii) Lead a guided tour around the community for trainees to identify Sustainable materials and practices in textiles and garments.</p> <p>iv) Lead a demonstration on Basic waste reduction and management techniques.</p> <p>v) Lead a guided discussion on the Sustainable design principles.</p> <p>vi) Use a video to explain the Basic sustainable production methods.</p> <p>vii) Use demonstration on Caring for the environment.</p>

Competences	Content	Training and Learning Strategies
<p>the industry practitioners.</p> <p>9) describes the simple sustainable lifestyle choices in textiles and garments.</p>	<p>environmental impacts</p> <p>h) Social responsibility</p> <p>i) Basic social impacts of the textile and garment industry</p> <p>ii) Importance of fair labour practices and safe working conditions</p> <p>i) Simple sustainable lifestyle choices in textiles and garments:</p> <p>i) Impact of individual choices can impact sustainability</p> <p>ii) Simple sustainable lifestyle choices in textiles and garments</p>	<p>viii) Invite a guest speaker from the textile industry to explain the social responsibility performed by the industry practitioners.</p> <p>ix) Use a video to describe the Simple sustainable lifestyle choices in textiles and garments.</p>

### Assessment Activity

Assign the trainees to:

- i) design a simple textile or garment product incorporating sustainable materials and practices.
- ii) discuss in groups on the importance of sustainability in the textile and garment industry.

### Training and Learning Resources

- 1) local materials from the environment.
- 2) Documentary on sustainability in the textile and garment industry.

## Suggested Reading Materials

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

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# MODULE CODE AND NAME: TIT 701 Industrial Training

**Module Hours: 320**

## Module Overview

Industrial training is a vital component of this course intended to offer learners with placement in the textile industry to have exposure with hands-on experience in real-world of work setting. Trainees will get acquainted with the way things are done in the labour market and foster their practical skills as they compare the classroom training with how things are done in the world of work. The module will enhance the trainees’ knowledge gained in the classrooms as they apply it practically in the textile industry.

## Learning Outcomes

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

- i) Exhibit public interpersonal and communication skills.
- ii) Portray professionalism at work.
- iii) Demonstrate practical skills in garment construction and design.

## Exhibition of Industrial Training

Competencies	Content	Teaching and Learning Strategies
<p><b>The trainee:</b></p> <ul style="list-style-type: none"> <li>1) Justifies the purpose of industrial training.</li> <li>2) Observes the industrial training procedures.</li> <li>3) Applies the concepts learnt in classroom to</li> </ul>	<ul style="list-style-type: none"> <li>a) Purpose of industrial training.</li> <li>b) Placement procedure</li> <li>c) Equipment, tools and materials used in garment construction.</li> </ul>	<ul style="list-style-type: none"> <li>i) Guide trainees in a brainstorming session on the purpose of industrial training.</li> <li>ii) Assist trainees through contact means to secure industrial training placements.</li> <li>iii) Help trainees through guided discovery to</li> </ul>

Competencies	Content	Teaching and Learning Strategies
<p>practical assignments in the industrial.</p> <p>4) Adheres to the timeframe allocated for industrial training.</p> <p>5) Writes industrial training report following the guided format.</p>	<p>d) Internee activities</p> <p>e) Timeframe</p> <p>f) Supervision procedure</p> <p>g) Health, safety and security requirements</p> <p>h) Industrial Report</p>	<p>acquaint with tools, equipment, and materials used in textile and garment construction.</p> <p>iv) Guide trainees through demonstrations to observe health, safety and security measures during textile and garment construction.</p> <p>v) Supervise the step-by-step procedure followed when writing industrial training report.</p>

### Assessment Activity

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

### Teaching and Learning Resources

- i) Tape measure
- ii) Manuals on fashion and garment construction
- iii) Charts of finished garment designs
- iv) Sewing machine
- v) Sewing needles
- vi) Threads
- vii) Cloths
- viii) ICT equipment and Internet

## Suggested Reading Materials

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).

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ISBN 978-9970-675-21-0



9 789970 675210