NATIONAL CERTIFICATE IN COSMETOLOGY AND BODY THERAPY

(NCCB)

TEACHING SYLLABUS

FOR

TECHNICAL AND VOCATIONAL INSTITUTES

THE REPUBLIC OF UGANDA
Ministry of Education and Sports

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List of Acronyms

AIDS	Acquired Immune Deficiency Syndrome
BTVET	Business. Technical and Vocational Education and Training
CBET	Competence Based Education and Training
CD	Compact Disk
CGPA	Cumulative Grade Point Average
CH	Contact Hours
CPC	Community Polytechnic Certificate
CPU	Central Processing Unit
CU	Credit Units
CV	Curriculum Vitae
DES	Directorate of Education Standards
DIT	Directorate of Industrial Training
DVD	DigitalVersatile Disk
ELE	Electronic Learning Environment
FVH	Field Visit Hours
GP	Grade point
GPA	Grade Point Average
HCT	HIV counselling and testing
HIV	Human Immunodeficiency Virus
IPA	Internet Protocol Address
L H	Lecture Hours
LAN	Local Area Network
MoES	Ministry of Education, and Sports
NCCB	National Certificate in Cosmetology and Body Therapy
NCDC	National Curriculum Development Centre
NCHE	National Council for Higher Education
NJVC	National Junior Vocational Certificate
NP	Normal Progress

NWY	Number of Weeks per Year
PH	Practical Hours
PP	Probationary Period
RAM	Random Access Memory
ROM	Read Only Memory
SACCO	Savings and Credit Co-operative
VCBE	Vocational Certificate in Business Entrepreneurship
VCCA	Vocational Certificate in Computer Applications
VCCS	Vocational Certificate in Communication Skills
TH	Tutorial Hours
TI	Technical Institutes
TVHY	Total Contact Hours per Year
UBTEB	Uganda Business and Technical examinations Board
UCE	Uganda Certificate of Education
UGAPPRIVI	Uganda Association of Private Vocational Institutions
JVC	Junior Vocational Certificate
UNEB	Uganda National Examinations Board
VAT	Value Added Tax
VCCB	Vocational Certificate in Cosmetology and Body therapy
VCT	Voluntary Counselling and Testing
WAN	Wide Area Networks
WoW	World of Work
YMCA	Young Men Christian Association
YWCA	Young Women Christian Association

Foreword

Improvement of the curricula for Technical Certificate courses is part of the Ministry of Education and Sports (MoES) Strategy (2008) for the provision of technical and vocational education. Technical and Vocational institutes are charged with training technicians in the country. The Government of Uganda aims at providing technical, scientific and vocational skills for a majority of Ugandans in line with its emphasis on the BTVET Strategic Plan of "Skilling Uganda".

The development of this curriculum started with a survey of the world of work, which included employers and graduates of technical certificate courses. A report from the survey culminated into the development of a Professional Profile, which includes all jobs and tasks that the graduates ofcosmetology and body therapyperform. This finally led to the development of all modules in this curriculum.

This curriculum is updated bearing in mind the current labour market demands and it is learner-centred and competence-based. It focuses on core tasks and assignments. It begins with a preparatory assignment and each academic year involves execution of a real life project that makes the technician competent in the trade. It aims at making Technical and Vocational Institutions the centre of excellence for technical education and skills development in the region, which will result in greater development and industrialisation of the country.

……

Hon. Janet Museveni Kataaha
Minister,
Ministry of Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) extends its appreciation to all panel members and institutions that participated in developing this curriculum.

NCDC recognises the historic contributions of City and Guilds of London Institute, East African Examinations Council and Uganda National Examinations Board, (UNEB) for providing the foundation on which technical education in Uganda is built.

Great thanks go to the Directorate of Industrial Training (DIT) who provided the Professional Profile and Uganda Business and Technical Examinations Board (UBTEB) for their contribution both in content and implementation policies.

NCDC acknowledges the following Ministries and institutions: Ministry of Education and Sports (MoES); Works and Transport; Labour, Gender and Social Development: Uganda Business and Technical Examinations Board; the Directorate of Education Standards; National Council for Higher Education; Uganda Technical and Vocational Institutes and the world of work for providing panellists during the development of this curriculum.

Last but not least, NCDC extends gratitude to the MoES for the financial support that enabled the development of this curriculum.

Ms. Grace K. Baguma

DIRECTOR
National Curriculum Development Centre

Introduction

This National Certificate in Cosmetology and Body Therapy (NCCB), curriculum is aimedat producing graduateswhoarerelevanttotheindustry and world ofwork.Itislearner-centred and competence-basedand emphasisesacquisitionofskillsthrough practicalteachingand execution ofprojects.

ThecurriculumisinlinewiththeBTVETActof(2008),theBTVETStrategicPlan "Skilling Uganda'' andtheUganda Vision 2040.

The competences that the learner is expected to acquire are clearly spelt out in the modulescoveredineachofthethreetermsofanacademicyear.Themodulesofferedin thiscoursearepackagedinamannerthatwill enablethelearnertoattainparticularskills required forperformingtasks at anylevel oftherespectiveyearofstudy.

Modulessuch asComputer Applications; BasicKiswahili; and Life Skills,areaimed at enhancingthelearner's report writing,communication andpresentation skills.

Inaddition,thefollowing modules:Hair care and design,Chemical Hair Reformation, Fundamentals of Hairdressing, Basic Beauty therapy,Hair cutting and Barbering,Basic Hair colouringandRealLifeProject;areaimedatequippingthelearner with thecorehands-onskills andtechniques inBeauty Therapy.

TheEntrepreneurship Skillsmoduleprovidesthelearnerwithskillsofstartingup, profitably

Managingandsustainingan enterprisein an ethical manner.

IndustrialTraining,whichcomesattheendofeachacademicyear,is aimedatbridgingthe gap betweeninstitutional-basedtrainingandtheworldof work.

Thiscurriculum,ifimplemented effectively,should producegraduateswhoare ableto:

Thiscurriculum,ifimplemented effectively,should produce trainees with skills in cosmetology and body therapywho will be able to:

- Analyse hair
- Weave and plate hair
- Condition and treat hair and scalp
- Design and style hair
- Cut, trim and shape hair
- Shape eyebrows and colour eyelashes
- Massage and tone clients
- Care for the nails

General Guidelines and Regulations

Course Title

The course shall be called National Certificate in Cosmetology and Body Therapyabbreviated as **NCCB**.

Duration of the course

National Certificate in cosmetology and Body Therapy is a full time course to be taught for 2 academic years.

Each academic year will be divided into**three** terms. Terms **one** and **two** will consist of **twelve (12)** weeks comprising of **ten (10)** weeks of teaching/learning and continuous assessment, and **two (2)** weeks of internally set end of term examinations.
Term **three** will consist of **ten (10)** weeks divided into**eight (8)** weeks of teaching/learning and continuous assessment and **two (2)** weeks of externally set end of year final examinations. Industrial training is a core module to be carried out at the end of the academic year recess period for **at least 6** weeks.
In case of any problem, the course should be completed within a time frame of **five** years from the time of enrolment and registration.

Admission/Entry requirements

A candidate shall be eligible for admission to the National certificate in Cosmetology and Body therapy course on meeting any of the following minimum qualifications:

a) **Ordinary Level Entry Scheme (UgandaCertificate ofEducation)**
Thecandidate shouldbea holderofa UgandaCertificate ofEducation (UCE) **OR** its equivalent, without restrictions on the passes and yearofsitting,

b) Certificate Entry Scheme

The candidate shouldholdaJuniorVocationalCertificate (JVC),obtained from anyrecognised institution.

Curriculum Implementation

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

- Applied knowledge,
- Practical skills, and
- Professional attitude.

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

Prospects for National Certificate in Cosmetology and Body therapy

NCCB graduates may opt to further their education and improve on their skills by offering a Diploma and or a degree in cosmetology or any other vocational programme of one's choice.

a) Assessment criteria

a) Each module shall be assessed out of 100 marks as follows:
   - Continuous assessments 40%
   - Final examination 60%

b) Continuous assessments shall consist of:
   i. Practical work
   ii. Classroom exercises and presentations
   iii. Assignments
   iv. Tests
   v. Industrialtraining and projects execution.

c) There shall be final examinations within the last **two** weeks of every year set and conducted by UBTEB.

d) A candidate shall be considered to have acquired a competence on performing tasks required in the labour market. One must have attended **at least 75%** of the course and undergone both continuous assessment and end of year examinations.

e) Continuous assessment shall be handled by the training institutions and verified by UBTEB officials

Project Work

This involves a combination of subject knowledge, process skills and transferable abilities. Learners have to apply classroom knowledge and skills proactively in a real-life context for an extended period of time. Each learner will be required to run a project outside classroom time. At the end of every term a learner should have a real life project on the ground to be assessed. The project work shall be assessed separately, marked out of 100% and shall have equal weight as other modules. AProject assessment shall be as follows:

- Innovation and creativity15 marks
- Customer care 10 marks
- Neatness 10 marks
- Record keeping 05 marks
- Health and safety observation10 marks
- Final product50marks

TOTAL 100 marks

IndustrialTraining

Every student must get a placement for industrial training to be done at the end of each academic year. Industrial training shall be assessed out of 100% as a full module considering the following areas:

- Attendance 05 marks
- Time management 05 marks

- Teamwork 05marks
- Creativity and innovation 15 marks
- Customer care 10 marks
- Health and safety precautions 15 marks
- Actual performance 25 marks
- Written report 20 marks

TOTAL 100%

Samples of assessment forms for the academic and the work supervisors are provided in the appendices.
UBTEB shall verify the authenticity of the industrial training marks awarded by the two supervisors by sending their representatives to visit the trainees at the organisations where they will be placed and working.

Awards

A learner who completes the course with at least 2.0 Cumulative Grade Point Average (CGPA) in all modules shall be awarded a**Classified**''**National Certificate in Cosmetology and Body Therapy''** by Uganda Business and Technical Examinations Board (UBTEB)**.**

A learner who completes the course and does not attain a minimum of 2.0 GPA in some modules shall be awarded a "**CompetenceClass Certificate"**in Cosmetology and Body Therapy by UBTEB. "The Competence Class Certificate'' shall enablethe learner to have a specialised upgrading and employment since he/she will have attained some useful competences and skills in a specialised field.

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

Module credits and the weighing system

i) The instruction methods for this course involve classroom teaching, field visits, laboratory experiments, tutorials, and practical work. Each module is weighted using the credit units (CU).
ii) One credit unit is equivalent to 28 contact hours (CH) per academic year.
iii) A contact hour can either be a teaching/lecture hour (LH), tutorial hour (TH), field visit hour (FVH) or practical hour (PH).
iv) One contact hour is equivalent to 1 classroom teaching hour, 2 tutorial hours or 2 practical /field visits hours.
v) Modules are weighted according credit units (CU) ranging from a minimum of 2.0 to a maximum of 5.0based on their core relevancy in the area of specialisation.

Hence a module weighted 2 CU would take 30 contact hours, 3 CU would take 45 contact hours 4 CU, would have 60 contact hours, and 75 contact hours for a module with 5 CU. No

credit unit shall be awarded to any module in which a learner obtains less than 2.0 grade points.

Grading of modules

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

MARKS (%)	LETTER GRADE	GRADE POINTS
80-100	A	5.0
75-79.9	B^+	4.5
70-74.9	B	4.0
65-69.9	B^-	3.5
60-64.9	C^+	3.0
55-59.9	C	2.5
50-54.9	C^-	2.0
45-49.9	D^+	1.5
40-44.9	D	1.0
35-39.9	D-	0.5
Below 35	E	0.0

Computation of the CGPA

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

i) Multiplying the grade points obtained in each module by the corresponding credit units assigned to the module to arrive at the weighted score for that module.

ii) Adding together the weighted scores for all modules up to that time.

iii) Dividing the total weighted scores by the total number of credit units taken up to that time.

Classification of the Certificate

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

Class	CGPA
First Class	4.40 – 5.00
Second Class – Upper Division	3.60 – 4.39

Second Class – Lower Division	2.80 – 3.59
Third class	2.00 – 2.79

Retaking a module

i) Retaking will require a learner to redo the entire module by attending lectures, doing continuous assessments and sitting the final examinations of that module. There shall notbe any supplementary examination or test set for any retakebut a learner may re-doa paper when the module is next examined.

ii) A learner may retake a module to improve the grades obtained at the first sitting. Should the learner get a lower grade for a retake, his/her original grade should prevail.

iii) A learner should be allowed a maximum of **three** retakes for module.

iv) Whenever a module is retaken and passed, the academic transcript should **not** indicate so.

Dead Year

A learner shall be allowed to apply for a dead year of study due to financial constraints, sickness or other genuine problem and should be allowed to resume the course at the level he/she exited for the dead year. A learnerswho applies for a dead year shall also have to complete the course within a duration of **five** (**5**) years from the time of enrolment and registration into the course.

Academic year Load

A learner shall carry a maximum of **25**Credit Units per academic year of study.

Each academic year shall contain a maximum of **Eight (8)** modules including project work.

Final Examinations Paper Format

Year 1

Paper Name and Code	Examination Format

VCCB 101: Fundamentals of Hair Dressing VCCB 102: Hair care and Design VCCB 103: Chemical Hair Reformation	These papers shall consist of two sections **A** and **B** **Section A**shall compose of ten questions requiring the candidate to write short answers to be completed in a duration of one (1) hour. The questions shall carry a total of 20 marks. Section B shall consist of three (3) practical questions. The candidate shall be required to attempt one question from this section in a duration of three (3) hours. The questions carry a total of 80 marks each. Total duration is 4 Hours
VCCS 101: Life skills	The paper shall consist of **eight** questions and the candidate will be required to answer any **five**. All questions shall carry equal marks. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. Duration shall be **three** hours.
VCCA 101: Computer Application	The paper shall consist of **three** practical questions carrying **50** marks each. A candidate will be required to answer **any two**. A print out of the practical outputs together with the softcopies of all files used will be sent to the assessing body. The questioning techniques to be applied should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions. The duration of this examination shall be **two** hours.
VCCB104 : Real Life Projects	The real life project shall be assessed continuously as each student progresses with the project. UBTEB should verify the authenticity of the awarded marks from the completed projects on the ground and learners' participation through presentations.

	The tasks to be performed should seek for the candidate's ability to, comprehend, apply, analyse, synthesise and evaluate conditions The duration of the project assessment shall be the period during the **28** weeks of teaching in an academic year of study
VCCB 105: Industrial Training	Each of the Industrial Training processes shall be assessed by three (3) supervisor: One field supervisor, One academic supervisor, and UBTEB The assessment guidelines to be followed are provided in the appendix.

Year 2

Paper Name and Code	Examination Format
VCCB 201: Basic Beauty Therapy VCCB 202: Hair Cutting and Barbering VCCB 203: Basic Hair Colouring	The paper shall consist of two sections **A** and **B** **Section A** is compulsory and shall consist of ten (10) questions requiring the candidate to write short answers to be completed in a duration of one (1) hour. The questions will carry a total of 20 marks. **Section B** shall consist of **three (3)** practical questions. The candidate shall be required to attempt **one (1)** questionfrom this section in a duration of three **(3) hours**. The questions shall carry a total of **80 marks each**. Total duration is **4 Hours**
VCBE 201: Entrepreneurship Skills	The paper shall consist of **seven** questions and the candidate shall be required to answer **any five**. All questions shall carry equal marks. The questioning techniques shall seek for the candidates' ability to remember, comprehend, apply, analyse, synthesise

	and evaluate conditions. Duration shall be **three** hours.
VCCS 201: Basic Kiswahili	The paper shall consist of two sections **A (General Kiswahili)** and **B (ProfessionalKiswahili)**. Section A shall consist of **five** questions and a candidate shall be required to answer **anythree** questions. Section **B** shall consist of **three** questions and a candidate is required to answer **anytwo**. All questions will carry equal marks. The questioning techniques to be applied should seek for the candidate's ability to remember, comprehend, apply, analyse, synthesise and evaluate conditions. The total duration of the examination shall be **Three** hours.

Professional Profile

This section describes the various job titles and the related tasks that can be performed by the graduates of NCB and the organizations where they can work. The list is however not exhaustive as it provides just a few samples.

Main Job Titles and Tasks for NCCB graduatesinclude the following:

Job Title	Duties / Tasks
Cosmetologist	• Skin care and eye area treatments • Facial makeup • Manicure and Pedicure services
Hair dresser	• Chemical hair services • Styling • Hair colouring • Weaving and plaiting • Hair cutting • Barbering • Hair pressing and blow drying • Shampooing, rinsing and conditioning
Beautician	• Facial treatment • Facial makeup • Skin care • Manicure and Pedicure services
Nail care technician	• Cut finger and toenails • Shape and polish nails • Gel nails • Nail repair

	• Nail fills • Artificial nail fix • Nail art
Shampooer	• Select and apply shampoo • Rinse shampoo from hair • Apply hair conditioners
Barber	• Cut and trim hair • Shampoo and style hair • Cut and trim beards and moustaches • Perform facial shavings • Perform scalp treatments
Cosmetic laboratoryassistant	• Take care of the lab equipment • Maintain record of bin cards • Organize laboratories/practical rooms • Set equipment • Store lab products • Guide learners in the laboratory
Salon Receptionist	• Welcome clients • Clean the salon, tools and equipment • Manage salon stocks and equipment • Arrange and display salon items
Cosmetic shop Attendant	• Sell Cosmetics • Educate and advise clients on Cosmetic products • Book keeping
Sales Representative	• Promote products for cosmetic companies • Advertise cosmetic products for companies • Sell cosmetics
Skin care specialist	• Demonstrates the product use • Analyse skin tone • Analyse cosmetic chemistry • Advise individuals on the cosmetic products to use
Cosmeticsmanufacturer	• Manufacture Cosmetic like shampoo, conditioner and hair food • Research on cosmetic ingredients

Characterization of core tasks

The core tasks for the National Certificate inCosmetology and Body therapy (NCCB) are characterized asfollows:

Core task 1. Analysing hair	
Results	• To understand the hair texture, porosity, density, and

	elasticity. • To establish the hair growth pattern, oiliness or dryness.
Organisations where analysis can be done	• Beauty parlours • Laboratories • Salons • Training Centres
Working environment	• Classrooms/lecture rooms. • Laboratories
Level of complexity	• Determining the diameter of individual hair strands.
Performance indicators	• Strong, Porous, elastic and oily hair.
Methods and tools (used in performing professional tasks).	**Methods** • Measure • Observation • Touch **Tools** • Fingers • Alkaline solution • Texture iron • Microscope • Hair clips • Comb
Core task 2. Weave and plate hair	
Results	• To make hair grow faster • Minimise frequent combing which breaks the hair.
Organisations where hair weaving and plating are done	• Beauty parlours • Salons • Training centres
Level of complexity	• Styling to match the customer's head shape
Performance indicators	• Well designed and attractive styled hairs
Materials, facilities and tools	• Weaves • Threads • Needle • Hair spray • Apron • Comb
Core task 3. Condition and treat hair and scalp	

Results	• Well treated hair • Clear customer scalps
Organisations where hair conditioning and treatment is done	• Beauty parlours • Salons • Training centres • Homes
Level of complexity	• Determining the right conditioner for each customer.
Performance indicators	• Clean and healthy hair and scalp
Materials, facilities and tools	• Hair foods • Hair pomades • Texturisers • Shampoo • Towel • Hair drier
Core task 4. Design and style hair	
Results	• To make an impressing and attractive look
Organisations where hair designing and styling are done	• Beauty parlours • Salons • Training centres • Homes
Level of complexity	• Design to match the customer's head shape
Performance indicators	• Good appearance
Materials, facilities and tools	• Setting lotion • Hair gel • Comb • Hair clips • Hair additions
Core task 5. Cut, trim and shape hair	
Result	• Short hair
Organisations where hair cutting/trimming is done.	• Beauty parlours • Salons • Training centres • Homes
Level of complexity	• Levelling to the client's preference
Performance indicators	• Clearly cut and well-shaped hair
Materials, facilities and	• Pair of scissors / shears • Hair clippers

tools	• Cleaning and sanitising tools • Combs • Brushes • Neck duster • Mirror • Aprons
Core task 6.Shape eyebrows and colour eyelashes	
Results	• To reduce the eyebrow hairs • To enhance facial features
Organisations where eyebrow shaping is done.	• Beauty parlours • Salons • Training centres • Homes
Level of complexity	• Making a neatly curved shape
Performance indicators	• Well-shaped eyebrows
Materials, facilities and tools	• Tongs • Tweezers • Straight razors • Cleaning and sanitising tools • Brow highlighter • Eyebrow pencil
Core task 7. Massage and tone clients	
Result	• To improve body health
Organisations where body massage is done.	• Beauty parlours • Salons • Training centres • Homes • Clinics
Level of complexity	• Psychology of the body
Performance indicators	• Physical fitness of the body
Materials, facilities and tools	• Massage cream/ointment • Aromatherapy gel • Chair
Core task 8.Care for the nails	
Results	• To beautify the nails on the hands and feet • To prevent nail breaking

	• To replace a broke nail
Organisations where manicure and pedicure are done.	• Beauty parlours • Salons • Training centres • Homes
Level of complexity	• Fixing artificial nails
Performance indicators	•
Materials, facilities and tools	• Nail polish • Cotton balls • Towel • Water • Nail clippers • Nail files • Scissors • Callus • Finger gum • Acrylic nails

Focus of Training

NCB training should emphasise the following:

i) Competence based education and training (CBET)
ii) Modularisation of programmes
iii) Practical assignments and tests
iv) Integrated education (knowledge, application, skills and attitude)
v) Entrepreneurship development
vi) Health, safety and environmental considerations
vii) Sports, clubs and social interactions
viii) Disability and gender considerations
ix) Sustainability of professional practices, general and specialised code of conduct
x) Industrial and Industrial Training
xi) Project implementation

Roles of Learners, Instructors, and Administrative Staff

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

Roles of Learners

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

i) Participate fully in class work and assessments
ii) Be resourceful in group and personal research
iii) Seek guidance

iv) Look out for and solve problems that have never been faced by one before (Initiation and Innovativeness)
v) Participate in community-based real life projects
vi) Assess the usefulness of the course andperformance of staff
vii) Serve as ambassadors of the institution in the world of work
viii) Keep time and manage oneself effectively
ix) Participate in sports, social and guild activities
x) Participate in health, safety, environmental and security awareness
xi) Practice leadership roles
xii) Demonstrate entrepreneurship skills
xiii) Maintain discipline in and outside the college

Roles of Academic Staff

Teachers/lecturers are the main source of information to students.

Their roles include among others, to:

i) Set the tone for a good learning environment
ii) Prepare schemes of work and lesson plans
iii) Keep records of attendance and assessment results
iv) Serve as instructors, lecturers, supervisors and coaches
v) Plan, design and carry out assessment of learners' performance
vi) Engage learners in continuous assessments and help them to understand what is expected of them
vii) Participate in quality assurance and ensure that training and assessments are valid and reliable
viii) Contribute to continuing innovation in education
ix) Counsel and guide learners on career and social issues that may affect their studies
x) Arrange for and carry out industrial training placement and supervision
xi) Arrange industrial tours and site visits
xii) Prepare learners for project work as well as assess and record learners' progress
xiii) Guide learners in project design and writing
xiv) Carry out interdisciplinary activities
xv) Guide learners on the effectiveness of the course
xvi) Demonstrate ethical roles
xvii) Identify learning materials for students
xviii) Update learners on the developments and requirement standards of the industry

Roles of Administrative Staff

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

i) Plan for the smooth running of the college by mobilising funds and human resources
ii) Ensure equity and gender equality
iii) Link the institution with the government, world of work and other stakeholders
iv) Support and facilitate teaching and learning
v) Keep custody of college property (inventories).
vi) Admit learners to the institution

vii) Maintain and uphold the good image of the institution
viii) Ensure high academic standards of the institution
ix) Arrange for graduations and regular meetings of alumni
x) Maintain ethical and moral conduct
xi) Ensure a safe and conducive learning environment
xii) Provide learners with adequate materials
xiii) Allow and facilitate inter-institutional activities
xiv) Ensure co-curricular activities and implementation
xv) Appraise staff performance
xvi) Ensure the security of learners and their property
xvii) Ensure discipline among staff and learners
xviii) Recommend staff or promotion or disciplinary action.

Co-curricular Activities

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

i) There are adequate sports and recreational facilities
ii) There is an effective learners' guild through which their affairs may be channelled and organised
iii) Religious and cultural affairs of all learners are well catered for without discrimination
iv) Disability and gender issues are considerations

Learning Environment

For successful implementation of NCCBsyllabusa conducive learning environment has to be provided. This should include:

i) Adequate physical infrastructure such as lecture rooms, laboratories, workshops and libraries equipped with relevant resources.
ii) An electronic learning environment (ELE) which includes computers, driers, flat iron, hot combs, water heaters and the Internet sources to support teaching and learning processes.
iii) Teaching/Learning materials
iv) Healthcare facilities, hygiene and sanitation
v) Welfare and Security officers
vi) Inspiration of staff and learners to feel committed to the course.
vii) Adequate arrangements for seminars, workshops and exhibitions, as well as sites and industrial visits.
viii) A platform for learners and staff to air out their views such as representation on governing councils.
ix) Adequate maintenance of the learning facilities.

COURSE STRUCTURE FOR NCCB

Year 1

Module Code	Module Name	TCHY	NWY	CU
VCCB101	Fundamentals of Hairdressing	84	28	3
VCCS101	Life Skills	56	28	2
VCCA101	Computer Applications	112	28	4
VCCB 102	Hair care and design	140	28	5
VCCB 103	Chemical Hair Reformation	140	28	5
VCCB 104	Real Life Project 1	112	28	4
VCCB 105	Industrial Training 1	288	6	4
Total		**932**		**27**

Year 2

Module Code	Module Name	TCHY	NWY	CU
VCCB201	Basic Beauty therapy	140	28	5
VCBE 201	Entrepreneurship Skills	84	28	3
VCCS 201	Basic Kiswahili	56	28	2
VCCB202	Hair cutting and Barbering	140	28	5
VCCB 203	Basic Hair colouring	84	28	3
VCCB 204	Real Life Project 2	112	28	4
VCCB 205	Industrial Training 2	288	6	4
Total		**904**		**26**

TCHY: Total Contact Hours perYear
NWY: NumberofWeeks perYear
CU: Credit units per module

Detailed Module Description: Year 1Term 1

VCCB 101: Fundamentals of Hairdressing

Duration:30 Hours

Module Overview

The module introduces learners to hairdressing concepts who are beginners and would like to gain entry into the industry. It focuses on the skills of salon operations and ethics, hair properties and scalp conditions. The learner acquires knowledge on the health and safety practices in the salon; and the skills to analyse hair structure, handle scalp disorders and sterilise hairdressing tools.

Learning Outcomes

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

- Carry out client consultations for hair services.
- Create an impressive image based on the theme within the hair and beauty sector.
- Set the hair dressing tools and equipment
- Observe health and safety regulations.

Competences

The learner;

- Identifies the factors that influence the location of a salon
- Sets up and lays out a salon
- Welcomes and receives clients
- Exhibits the professional image and salon ethics
- Observes personal health and hygiene
- Keeps the salon environment, tools and equipment clean
- Identifies hairdressing materials and cosmetics
- Displays hairdressing tools, equipment and stock to promote sales
- Analyses the characteristics of hair
- Classifies hair according to categories
- Analyses scalp conditions

Detailed Module Content	Duration
Sub-module1:Salon • Meaning of a salon • Factors that affect location of a salon • Salon setup and layout • Salon reception • Salon tools and equipment	8Hours
Sub-module 2: Salon ethics • Professional Image • Physical presentation • Professional ethics • Personal grooming • Health and Hygiene • Salon management	6Hours

Sub-module3:Salon sanitation • Types of bacteria • Levels of decontamination • Sanitation and sterilisation rules • Sanitation chemicals	6 Hours
Sub-module 4: Introduction to hairdressing • Hair dressing tools and equipment • Hair dressing materials • Basic cosmetics • Setting hair dressing materials, tools and equipment	10Hours
Suggested Reading Materials • Milady, (2007). Milady Standard Cosmetology Textbook/Workbook, 1st edition; Cengage Learning Publishers, Delmar. • Milady, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar.	

VCCS 101: Life Skills

Duration: 20 Hours

Module Overview

The module equips the learner with skills applied in day-to-day interactions, writing; application letters, Curriculum Vitae (CV) and minutes. It also helps in technical communications, note-taking and gives basic knowledge on HIV and AIDS.

Learning Outcomes

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

- communicate effectively in the field of work.
- positively relate with the environment and prevent HIV and AIDS spread.

Competences

The learner:

- listens and, takes notes.
- speaks, interacts and conducts meetings.
- makes an agenda and conducts meetings.
- refrains from communications which are against the standing orders of the firm.
- talks and relates well with others at the work place.
- writes personal Curriculum vitae(CVs), field report, memos, delegation letters, claim letters, stake holders circulars, demand notices.
- prepares work shop paper for presentation.
- writes suitable adverts and announcements.
- gives an account of the origin and history, prevalence rates and current trends of HIV and AIDS in Uganda.
- outlines some HIV and AIDS myths and misconceptions.
- educates the public about the myths, misconceptions , facts and prevention of HIV and AIDS.

Detailed Module Description	Duration
Sub-module 1: Introduction to Communication Skills • Fundamental skills: - Reading - Listening - Note-taking and note-making - Speaking and interaction skills • Conducting meetings and interviews • Interpersonal skills • Work place communication	6 Hours
Sub-module 2: Writing Skills • Academic writing: - Technical and scientific report writing - Curriculum vitae and resume' writing - Authority and delegation letters - Writing of circulars	10 Hours

• Office and business writing - Intra and inter-office communication - Business correspondence and memo writing - Advert and announcement writing	
Sub-module 3: Introduction to HIV and AIDS • Background of HIV and AIDS : meaning, definition history, current trends and prevalence • Myths and misconceptions on HIV and AIDS • Basic facts about HIV and AIDS	4 Hours

VCCA 101: Computer Applications

Duration :40 Hours

Module Overview

This module is designed to equip learners with computer skills of typesetting reports and other documents, enable the use of internet for searching required data, carry out simple connections and installations of a computer and its accessories.

Learning Outcomes

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

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

Competences

The learner:

- identifies different types of computers and describes the application of computer hardware, CPU, hard disc drives, modems, mouse, external speakers.
- removes and replaces computer rams.
- identifies and uses key board buttons as per their functions.
- identifies letter and numerical buttons on keyboard.
- typesets data into the computer using keyboard.
- opens, closes, restarts and changes user accounts.
- ensures safety and security of a computer
- describes computer operating system, types and functions.
- installs and uninstalls windows operating system, application software and other support programmes.
- locates the desktop start menu.
- creates desktop background and screen saver.
- resizes, opens and closes windows by maximising and minimising to task pane.
- copies files from external drive, CD, DVD, flash disc to the computer identifies icons and their application.
- starts, creates or opens a word window, works with text and manages files.
- uses word menus for document editing e.g. copy, paste, cut.
- saves a document in different formats and to storage media, e.g. flash disc.
- formats a page and documents.

Detailed Module Description	Duration
Sub-module 1: Introduction to Computer • Origin of computer • Types of computers and computer hardware (CPU, hard disk drives, modem, keyboard, etc.) • Computer Accessories; scanners, projectors, external speakers. • Keyboard basics; function keys, numeric keys and navigation keys • Starting a computer, closing down the computer • Computer Software; classification, types, usage and Computer components; (video card, network cards, cables, ROM, RAM, monitors, printers, cameras, processors) • Safety , health and security of a computer	10 Hours
Sub-module 2: Operating System • Functions of an operating system • Types and classification of operating system and benefits of operating systems • Installation of windows operating system and application software	6 Hours
Sub-module 3: Desktop Main Menu • Start menu • Applications menu • Working with the desktop; background, screen saver • Manipulating open windows; resizing, maximising, minimising, task pane, and tiling windows etc. • Copying files from different locations • Icons, files and folders	4 Hours
Sub-module 4: Word Processing • Starting, creating and opening a word window • Working with text • Word menus for document editing; e.g. copy, paste, cut • Saving a word document • Saving a document in different formats and to a storage media, e.g. flash disc • Formatting a page and documents; paper size, background colours • Working with tables; rows and columns • Working with drawings, ClipArt and pictures • Mail merging	20 Hours

VCCB102:Hair Care and Design

Duration:50 Hours

Module Overview

The module introduces learners to hair care and design as a career to make them proficient in basic hair styling skills. It equips them with knowledge to support the skills to perform draping, shampooing and setting services effectively.

Learning Outcome

By the end of this module, a learner should be able to create styles using basic hair styling techniques.

Competences

The learner;

- Applies different techniques to develop hair styles.
- Selects proper styling cosmetics.
- Determines the hair styling equipment
- Justifies the purpose of draping.
- Observes different types of draping to protect the client.
- Performs draping following the right procedure.
- Identifies the types of shampoos.
- Analyses the purpose for shampooing hair.
- Selects the tools and materials to be used when shampooing.
- Observes the correct shampooing procedures.
- Identifies tools and equipment used in setting hair.
- Determines the setting techniques.
- Combs out the hair to remove tangles and knots.
- Finishes the setting to the desire of the client.
- Identifies the hair pressing tools and equipment.
- Selects the creams and oils to be used in hair pressing.
- Applies different pressing methods to straighten hair.
- Observes the safety precautions for hair pressing
- Identifies the thermal styling tools and equipment
- Applies the thermal styling cosmetics.
- Determines the thermal styling technique to apply.
- Performs blow dry services
- Demonstrates awareness and practices of safety and health during thermal styling.

Detailed Module Content	Duration
Sub-module1: Basics of hair styling • Styling tools and equipment • Styling cosmetics • Styling techniques	6 Hours

Sub-module2:Draping • Meaning of draping • Purpose of draping • Types of drapes • Draping procedure	6 Hours
Sub-module 3: Hair Shampoo • Types of shampoos • Purpose of shampooing • Tools and materials for shampooing • Shampooing procedure	10 Hours
Sub-module4: Hair setting • Setting tools • Setting techniques • Setting procedure • Comb-out • Finishing	18 Hours
Sub-module 5: Hair Pressing • Pressing tools and equipment • Pressing creams and oils • Pressing Procedure • Pressing of Natural hair • Pressing precautions	10Hours
Suggested Reading Materials • Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar. • Mayost, E., (201). Fabulous Hairstyles: A Step-by-Step Guide to 34 Beautiful styles; Sterling Publishers, New York • Worthington, C., (2011). The Complete book of Hairstyling, Carlton Publishing Group, London. • Abby, S., (2012). The Ultimate Hairstyle Handbook: Everyday Hairstyles for the Everyday Girl, 11th edition; Create Space Independent Publishing Platform. New York.	

VCCB103: Chemical Hair Reformation

Duration: **50** Hours

Module Overview

The module introduces learners to chemical reformation and application of creative chemical reformation techniques to the hair. It involves enhancing hair designs by using a range of tools and techniques to chemically change the texture, wave or curls in the hair. The learner develops abilities to analyse hair based on the type and conditions; and to select chemical reformation products that match the hair analysis and pre-determined results.

Learning Outcomes

On completion of this module a learner should be able to;

- Conducts a pre-service hair and design analysis.
- Advise a client on the suitability of available relaxers
- Apply chemical reformation tools and relaxing techniques ensuring client and personal comfort and safety.

Competences

The learner;

- Applies the terms used in chemical hair reformation.
- Identifies types of hair relaxes
- Determines method of relaxing to use.
- Relaxes hair following the recommended procedures.
- Takes client's hair history.
- Observes the client's health condition.
- Records the client's details.
- Observes the hair textures.
- Analyses the hair porosity.
- Examines the elasticity of the hair.
- Examines the scalp conditions.
- Justifies the purpose for texturizing hair.
- Identifies the chemicals used in hair texturizing.
- Texturizes hair using different method.
- Analyses the effects of texturizers on the hair and scalp.
- Observe safety measures when texturizing hair.
- Select chemicals and methods for texturizing hair
- Apply texturizers to alter the wave pattern of the hair
- Analyse the effect of a texturizers to the hair

Detailed Module Content	**Duration**
Sub-module 1: Client consultation • Client hair history • Client health condition • Client's record card	10Hours

Sub-module 2:Hair and Scalp analysis • Hair texture • Hair porosity • Hair elasticity • Scalp conditions	20Hours
Sub-module 3:Introduction to hair relaxing • Terms used in chemical hair reformation • Types of chemicals • Application methods • Application procedures	20Hours
Suggested Reading Materials • Milady Company Publishing Staff, (2012). Milady Standard Cosmetology; Cengage Learning Publishers, Delmar. • Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar. • Sivasothy, A.D., (2011). The science of Black Hair: A Comprehensive Guide to Black Hair Care; Saja Publishing Company, LLC, Stafford.	

VCCB104: Real life Project I

Duration:40 Hours

Project Identification and Planning

Module Overview

The module will introduce learners to real-life projects involving fundamentals of hairdressing, styling, chemical reformation and basic communication skills for salon work. Learners will develop skills in salon management, ethics and sanitation; and be able to design hair as well as maintain their business records.

Learning Outcomes

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

- Determine the type of project to deal in.
- Draw business budgets
- Solicit for business capital

Competences

- identifies the project to be operated
- makes a budget for the identified business
- determines the source of capital required to sets up a business.

Detailed Module Content	Duration
• Project identification • Project plan • Budgeting • Project setup and layout • Project management	40Hours

Sample projects for term 1

- Hair styling
- Cosmetic shop
- Hair relaxing

A learner may select any of the proposed projects or identify any other of his/her own choice to run during the term.

Suggested Reading Materials

- Harold, K., (2010). Project Management: A Practical Planning and Implementation Guide; CBPS Publisher & Distributors – Nairobi.
- Jason, W., (2006). The Project Management Life Cycle: A Complete Step by Step Methodology for Initiating, Planning, Executing and Closing a Project Successfully; McGraw Hill Publishing Company Ltd – New York.
- Kerzner H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling; 2nd Edition, CBP Publishing Company - California.
- Lewis, J.P., (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget; New Age International (P) limited, Publishers – New Delhi.

Detailed Module Description: Year 1Term 2

VCCB 101: Fundamentals of Hairdressing

Duration:30 Hours

Module Overview

The module provides a comprehensive practical study of basic hairdressing skills. Learners will get a deeper insight of hairdressing with a variety of disciplines which include the use of hydrogen peroxide and hair conditioners.

Learning Outcomes

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

- Dilute and apply hydrogen peroxide with care to ensure safety for both the client and operator;
- Perform hair conditioning services

Competences

The learner;

- Analyses the characteristics of hair
- Classifies hair according to categories.
- Analyses the structure of the hair conditions and selects the appropriate hairdressing mechanism.
- Puts right the hair disorders.
- Identifies scalp disorders and diseases.
- Analyses the causes of scalp disorder.
- Helps the client to seek medical advice.
- Tests the acidity and alkalinity of hair products.
- Analyses the effects of alkaline and acidic products on hair and scalp.
- Advises the clients on the effects of the alkaline and acid products on the scalp and hair.
- Classifies shampoos according to ingredients
- Justifies the uses of shampoo
- Identifies the ingredients for making shampoos
- Prepares different types of shampoos.
- Applies shampoo following the recommended procedure.

Detailed Module Content	Duration
Sub-module5: Properties of Hair • Definition of hair • Classification of hair • Hair structure • Hair growth cycle • Hair disorders	6Hours
Sub-module 6: Scalp conditions • Scalp disorders • Scalp diseases • Remedies to disorders and diseases	6Hours
Sub-module7: Potential Hydrogen • Potential hydrogen scale	10 Hours

• Application of alkaline products • Application of acidic products • Effects of alkaline and acidic products on hair and scalp	
Sub-module 8: Chemistry of Shampoo • Classification of shampoos • Uses of shampoo • Ingredients for making shampoo • Preparations of shampoos • Application of shampoos	8 Hours
Suggested Reading Materials • Milady, (2007). Milady Standard Cosmetology Textbook/Workbook, 1st edition; Cengage Learning Publishers, Delmar. • Milady, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar.	

VCCS 101: Life Skills

Duration: 20 Hours

Module Overview

The module is intended to enable the learners improve on their discourse writing skills, prepare and make presentations, and educate the public on the spread and control measures of HIV and AIDS.

Learning Outcomes

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

- logically make discourse writing.
- prepare and make presentations.
- change his/her behaviour and protect self and others against HIV and AIDS.

Competences

The learner:

- writes definitions of terms and descriptions of events correctly and in a logical manner.
- analyses the comparisons between two issues or objects and makes a correct decision.
- narrates the order in which events happened and gives objective arguments.
- prepares the seminar document and makes presentations.
- prepares a classroom report and makes a presentation in the class.
- prepares a public document and presents it.
- identifies and describes the modes of transmission of HIV and AIDS.
- identifies the risk factors and change in the behaviour required.
- manages risks and takes preventive measures.
- educates public and peers on risky behaviour and their management.

Detailed Module Description	Duration
Sub-module 4: Discourse Writing • Definition and descriptive writing • Comparison and contrast • Narration and arguments	10 Hours
Sub-module 5: **Presentations** • Preparation and presentation of seminar documents • Preparation, assessment and presentation of classroom report • Public document preparation and presentations	06 Hours
Sub-module 6: Spread and Control Measures of HIV and AIDS • Modes of transmission • Risk factors • Prevention of HIV and AIDS • Behaviour change	04 Hours

VCCA 101: Computer Applications

Duration: 40 Hours

Module Overview

The module is intended to help learners carry out printing, scanning of documents and the use of the Internet.

Learning Outcomes

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

- prepare documents on spread sheets.
- use the Internet to search for the required information.

Competences

The learner:

- installs the printer to a computer.
- describes the procedure followed when printing documents.
- removes used up cartridges and toners and replace or refill them.
- scans a document or pictures, saves and prints.
- uses internet and e-mail to search for notes, news and other required information.
- signs in and creates an e-mail address.
- copies and saves information from the Internet, downloading files, music, pictures to the computer.
- creates a strong password for the email address.
- connects two computers in one room to a LAN and share one printer.
- writes and sends email messages.
- reads received mails.
- draws charts and graphs using internet.
- observes the security, health and safety practices when using the Internet.
- copies files and documents from one location to another.
- emerges, deletes and inserts excel cells.
- makes the spread sheets.
- formats spreadsheet for printing.
- prepares bills of quantities (accounts figures) using excel.
- applies excel formulae in adding, multiplying, subtracting and dividing calculations.
- draws charts and graphs using excel and Internet.

Detailed Module Description	Duration
Sub-module 5: Printing, Scanning and Copying Documents • Printing documents • Working with printer cartridges and toners • Scanning documents and pictures • Copying • Safety, security and health precautions of printing and scanning gadgets	4 Hours
Sub-module 6 : Internet and Email • The Internet, web browsers • Opening a website; website address (url), • Internet searching and search engines	16 Hours

• Saving information from the Internet, downloading files, music, pictures to the computer • Electronic mail - Creating email accounts - E-mail folders and attachments - Attaching documents to outgoing email - Downloading email attachment from incoming email - Formatting mail - Searching mail - Printing mail • Security, safety and health practices when using the internet and email	
Sub-module 7: Working with Spreadsheets • Creating excel document • Opening and Closing excel document • Entering data to a worksheet, editing and formatting a datasheet • Using formula and functions • Creating/plotting charts and graphs from excel data values • Inserting tables to excel worksheet • Printing a spreadsheet; page setup, gridlines	20 Hours

VCCB102:Hair Care and Design

Duration:50 Hours

Module Overview

The module prepares learners to become more creative and better trained hair designers demanded by today's beauty industry. Learners will develop skills to transform clients' appearance through styling hair using thermal tools, hair wraps and plaiting attractive hair styles such as twists and braids.

Learning Outcome

By the end of this module, a learner should be able to create styles using thermal tools, wraps, and plait attractive hair styles.

Competences

The learner;

- Identifies the thermal styling tools and equipment
- Applies the thermal styling cosmetics.
- Determines the thermal styling technique to apply.
- Performs blow dry services
- Demonstrates awareness and practices of safety and health during thermal styling.
- Analyses the effect of a wrap to a particular type of hair
- Identifies the tools and materials to use in hair wrapping
- Determines the type of wrap for a particular hair type
- Selects the method to use for wrapping hair
- Wraps hair into different designs

Detailed Module Content	Duration
Sub-module 6: Thermal styling • Thermal styling tools and equipment • Thermal Styling cosmetics • Thermal styling techniques • Blow-drying • Safety precautions	10 Hours
Sub-module 7: Hair Wrapping • Purpose of wrapping • Tools and materials for wrapping • Types of wraps • Methods of wrapping • Wrapping procedure • Wrap designs	12 Hours
Sub-module 8: Introduction to plaiting • Tools and materials used in plaiting • Hair sectioning • Advantages and disadvantages of plaiting • Care and maintenance of plaited hair	08 Hours

Sub-module 9: Hair braiding • Types of braids • Braid shades • Braid separation and arrangement • Three strand braiding (single plat) • Double strand braiding • Finishing and styling	20 Hours
Suggested Reading Materials • Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar. • Mayost, E., (201). Fabulous Hairstyles: A Step-by-Step Guide to 34 Beautiful styles; Sterling Publishers, New York • Worthington, C., (2011). The Complete book of Hairstyling, Carlton Publishing Group, London. • Abby, S., (2012). The Ultimate Hairstyle Handbook: Everyday Hairstyles for the Everyday Girl, 11th edition; Create Space Independent Publishing Platform. New York.	

VCCB103: Chemical Hair Reformation

Duration: **50** Hours

Module Overview

The module will provide learners with a deeper insight of chemical reformation techniques to treat and repair chemically damaged hair to restore it to its original shine and health. The learner will gain skills to help clients with hair problems such as hair loss, dry brittle hair, dandruff and seborrhoea which require gently cleaning the hair and scalp so as not to strip out the natural oils.

Learning Outcomes

On completion of this module a learner should be able to apply permanent chemical treatments to reform hair and groom clients' hair.

Competences

The learner;

- Justifies the purpose for texturizing hair.
- Identifies the chemicals used in hair texturizing.
- Texturizes hair using different method.
- Analyses the effects of texturizers on the hair and scalp.
- Observe safety measures when texturizing hair.
- Select chemicals and methods for texturizing hair.
- Apply texturizers to alter the wave pattern of the hair
- Analyse the effect of a texturizers to the hair
- Identifies the types of permanent waves
- Identifies the tools and materials used in permanent waving
- Examines the chemicals used in perming
- Winds the hair to form permanent waves
- Identifies perm faults and mitigates their causes.

Detailed Module Content	**Duration**
Sub-module 4: Texturizing • Purpose of texturizing • Texturizing chemicals • Texturizing methods • Effects of texturizing hair • Safety precautions	25Hours
Sub-module 5: Permanent waving • Types of permanent waves • Tools and materials used in permanent waving • Perm chemicals • Perming methods • Perming procedures • Perm winding • Perm faults, causes and remedies	25Hours

Suggested Reading Materials

- Milady Company Publishing Staff, (2012). Milady Standard Cosmetology; Cengage Learning Publishers, Delmar.
- Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar.
- Sivasothy, A.D., (2011). The science of Black Hair: A Comprehensive Guide to Black Hair Care; Saja Publishing Company, LLC, Stafford.

VCCB104: Real life Project I

Duration:40 Hours

Project Identification and Planning

Module Overview

The module will introduce learners to real-life projects involving fundamentals of hairdressing, styling, chemical reformation and basic communication skills for salon work. Learners will develop skills in salon management, ethics and sanitation; and be able to design hair as well as maintain their business records.

Learning Outcomes

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

- Setup a salon, beauty parlour, or cosmetic shop
- analyse clients' hair and scalp conditions
- design different hair styles
- record the business transactions

Competences

- sets up the requirements for the project
- manages the project activities

Detailed Module Content	Duration
• Project setup and layout • Project management	40Hours

Sample projects for year 1

- Hair styling
- Cosmetic shop
- Hair relaxing
- Hair perming

Suggested Reading Materials

- Harold, K., (2010). Project Management: A Practical Planning and Implementation Guide; CBPS Publisher & Distributors – Nairobi.
- Jason, W., (2006). The Project Management Life Cycle: A Complete Step by Step Methodology for Initiating, Planning, Executing and Closing a Project Successfully; McGraw Hill Publishing Company Ltd – New York.
- Kerzner H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling; 2nd Edition, CBP Publishing Company - California.
- Lewis, J.P., (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget; New Age International (P) limited, Publishers – New Delhi.

Detailed Module Description: Year 1 Term 3

VCCB101: Fundamentals of Hairdressing

Duration:24 Hours

Module Overview

The module provides a comprehensive practical study by giving learners clear insight of hairdressing in the discipline of hair conditioners, pomades and base cream application.

Learning Outcomes

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

- Condition hair
- Apply hair pomades
- Apply base creams

Competences

The learner;

- Prepares hair conditioners
- Selects the tools and materials for conditioning hair
- Applies conditioners to hair
- Analyses the effects of conditioners to the hair and scalp
- Distinguishes between hair foods and pomades
- Identifies the ingredients for making hair foods and pomades
- Prepares hair foods and pomades
- Applies hair foods and pomades correctly
- Analyses the effects of hair foods and pomades to the hair and scalp
- Justifies the purpose of applying base creams
- Identifies the ingredients for making base creams
- Prepares basic base creams
- Applies base creams to the scalp
- Analyses the effects of base cream to the scalp

Detailed Module Content	Duration
Sub-module 9: Hair conditioning • Purpose of hair conditioning • Classification of conditioners • Ingredients for making conditioners • Preparations of hair conditioners • Tools and materials for hair conditioning • Methods of conditioning hair • Effects of conditioners on hair and scalp	8Hours
Sub-module 10: Hair foods and pomades • Distinction between hair foods and pomades • Ingredients for making hair foods and pomades • Preparations of hair foods and pomades • Application of hair foods • Effects of hair foods and pomades on hair	8Hours

Sub-module 11: Base creams • Purposes of base creams • Ingredients for making basing creams • Preparation of base creams • Application of base creams • Effects of base creams	8 Hours
Suggested Reading Materials • Milady, (2007). Milady Standard Cosmetology Textbook/Workbook, 1st edition; Cengage Learning Publishers, Delmar. • Milady, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar.	

VCCS 101: Life skills

Duration: 16 Hours

Module Overview

The module introduces learners to oral and interpersonal communication skills , equips them with knowledge about the working environment and to create public awareness on the impact and interventions to combat HIV and AIDS.

Learning Outcome

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

- communicate effectively orally in the field of work.
- improve working environment for effective production and output.
- educate the public on the impact and interventions to combat HIV and AIDS in the Uganda.

Competences

The learner:

- listens to the customers' requirements.
- speaks to customers politely.
- identifies the barriers to effective listening.
- makes public speeches principles.
- prepares for and conducts meetings.
- makes an agenda for the meeting and writes minutes.
- conducts interviews.
- exhibits the roles of chairperson and secretary to the meeting.
- sensitises the public on importance of upholding labour laws at work.
- observes the labour laws safety precautions at work.
- observes safety and health regulation at work.
- adheres to the principles of gender mainstreaming activities and implementation measures.
- respects human rights at work.
- manages and encourages voluntary counselling and testing (VCT) among the public and peers.
- applies the qualities of a good counsellor during the counselling of the needy.
- guides and encourages clients to visit places where they can access treatment and care.
- describes impacts /effects of HIV and AIDS in the families, communities and the nation at large.

Detailed Module Description	**Duration**
Sub-module 7: Oral Communication Skills • Listening and speaking • Conducting meetings and interviews • Phone messaging • Customer care language	06 Hours
Sub-module 8: **Working Environment** • Labour laws and regulations • Health and safety • Gender mainstreaming • Population growth / trends	04 Hours

• Human rights • Social structure • Economic structure	
Sub-module 9: Impact and Interventions of HIV/AIDS • Impact of HIV/ AIDS • Interventions to combat HIV/ AIDS • Counselling and testing • Treatment, care and support • Mitigation of stigma and discrimination • Disclosure of HIV status • HIV /AIDS policies at workplace	6 Hours

VCCA 101: Computer Applications

Duration: 32 Hours

Module Overview

The module enables the learner to acquire the required skills of working with presentations and basic networking for at least two computers.

Learning Outcome

By the end of this module, the learner should be able to connect at least two computers to one local area network and share a printer.

Competences

The learner:

- prepares work on Ms PowerPoint slides.
- edits the work on slides.
- activates animations on the selected slide design.
- makes a PowerPoint presentation.
- runs a full slide show.
- differentiates between wireless and cable networking.
- connects a network cable to computers.
- installs network modem to a pc.
- troubleshoots simple network connection problem.

Detailed Module Description	Duration
Sub-module 8: PowerPoint Presentations • Creating a new presentation • Opening and closing a presentation • Saving a presentation document • Transferring a presentation to storage media and different formats • Adding and formatting text, pictures and media • Creating a slideshow and running a slideshow • Printing presentation slides	14 Hours
Sub-module 9: Basic Networking • Introduction to computer networking • Types of network; WAN (Wide Area Networks), LAN (Local Area Network) • Types of communication media; cables, wireless, optic fibres • Local area network topologies; star topology, ring topology, mesh topology, bar topology • Connecting a computer to a network • Configuring an IPA (Internet Protocol Address) • Creating a simple network of at least two computers • Sharing files between computers on a simple network • Troubleshooting simple connection problems • Connecting and configuring a printer on a network	18 Hours

VCCB102:Hair Care and Design

Duration:40 Hours

Module Overview

The module prepare learners to become more creative hair designers. They are equipped with skills to transform clients' appearances by plaiting cornrows and weaving hair.

Learning Outcome

By the end of this module, a learner should be able to create styles using basic weaving techniques.

Competences

The learner;

- Describes the different types of cornrows
- Identifies the tools and materials needed for corn rowing
- Determines the method to use to plait cornrows
- Prepares additions for cornrows
- Correctly sections hair for cornrow plaiting
- Plait different styles of cornrows
- Makes neat finishes of cornrows
- Analyses the different types of weaves
- Identifies the tools and materials used in weaving
- Determines the method to use to weave hair
- Selects an appropriate weave design based on the client's body features
- Shapes the weave and balances it to match the client's head shape
- Makes neat weave finishes
- Advises clients on how to maintain weaves

Detailed Module Content	Duration
Sub-module 10: Cornrows • Types of cornrows(Plain, Pencil, and with additions) • Tools and materials used for cornrowing • Methods of cornrowing • Separation of hair additions for cornrows • Sectioning hair for cornrows • Styling cornrows • Finishing of cornrows	20 Hours
Sub-module 11: Hair Weaving • types of weaving • Tools and materials used for hair weaving • Methods of weaving • Weave designs • Weave shaping and balancing	20 Hours

• Weave finishing • Weave maintenance	

Suggested Reading Materials

- Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar.
- Mayost, E., (201). Fabulous Hairstyles: A Step-by-Step Guide to 34 Beautiful styles; Sterling Publishers, New York
- Worthington, C., (2011). The Complete book of Hairstyling, Carlton Publishing Group, London.
- Abby, S., (2012). The Ultimate Hairstyle Handbook: Everyday Hairstyles for the Everyday Girl, 11th edition; Create Space Independent Publishing Platform. New York.

VCCB103: Chemical Hair Reformation

Duration: **40** Hours

Module Overview

The module will provide learners with a deeper insight of chemical reformation techniques on how to blow and gel style according to the client's choice.

Learning Outcomes

On completion of this module a learner should be able to groom clients and style their hair using blow out and gel.

Competences

The learner;

- Identifies the chemicals for blow out
- Observes safety precautions for chemical hair reformation
- Determines the method to use to perform blow out
- Performs blow out services
- Advises clients on how to maintain blowout hair
- Performs a pineapple gel
- Gels hair with extension
- Sets a finger wave gel

Detailed Module Content	Duration
Sub-module 6: Blowout • Chemicals used in blowout	20Hours

• Methods applied in blowout • Blowout process • Maintenance of chemically damaged hair	
Sub-module 7: Gel styling • Pineapple gel • Gel with extensions • Finger wave gel	20Hours
Suggested Reading Materials • Milady Company Publishing Staff, (2012). Milady Standard Cosmetology; Cengage Learning Publishers, Delmar. • Milady Company Publishing Staff, (2012). Milady Standard Aesthetics: Fundamentals, 11th edition; Cengage Learning Publishers, Delmar. • Sivasothy, A.D., (2011). The science of Black Hair: A Comprehensive Guide to Black Hair Care; Saja Publishing Company, LLC, Stafford.	

VCCB104: Real life Project I

Duration:32 Hours

Project Identification and Planning

Module Overview

The module will introduce learners to real-life projects involving fundamentals of hairdressing, styling, chemical reformation and basic communication skills for salon work. Learners will develop skills in salon management, ethics and sanitation; and be able to design hair as well as maintain their business records.

Learning Outcomes

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

- Setup a salon, beauty parlour, or cosmetic shop
- analyse clients' hair and scalp conditions
- design different gel styles
- plaits cornrows and weaves

Competences

- Determines the project for term 2
- Applies shampoos and hair conditioners
- Sections hair for plaiting
- Makes neat finishes for braids, cornrows and weaves.
- Makes permanent waves, blowout and gels
- Controls spread of HIV in salons

Detailed Module Content	**Duration**
• Hair conditioning • Hair Foods and pomades • Base Creams • Hair plaiting • Hair relaxing and treatment	32 Hours

Sample projects for term 3

- Hair styling
- Cosmetic shop
- Hair relaxing
- Production of chemical reformation products
- Plaiting of braids, cornrows, or weaves
- Waving, blowout or gel styling

Suggested Reading Materials

- Harold, K., (2010). Project Management: A Practical Planning and Implementation Guide; CBPS Publisher & Distributors – Nairobi.
- Jason, W., (2006). The Project Management Life Cycle: A Complete Step by Step Methodology for Initiating, Planning, Executing and Closing a Project

Successfully; McGraw Hill Publishing Company Ltd – New York.
- Kerzner H. (2002). Project Management: A System Approach to Planning, Scheduling & Controlling; 2nd Edition, CBP Publishing Company - California.
- Lewis, J.P., (2004). Project Planning Schedule and Control: A Hands-on Guide to Bringing Projects in on Time and on Budget; New Age International (P) limited, Publishers – New Delhi.

VCCB105: Industrial Training

Duration:288 Hours

Module Overview

This module provides learners with opportunity of placement in organisations to have practical exposure to unfamiliar environments and critically assess existing practices in workplaces as they apply skills acquired in class into real life career-related areas. Learners receive instructions and practices on live people or manikins as an on-job training.

Learning Outcomes

By the end of this exercise the learner should have:
- developed the interpersonal, communication and teamwork skills
- Received practical work experience in beatification
- enhanced the work ethics and professionalism
- been talent-spotted by the organisation where he/she interned from.
- ability to setup and run own beauty parlour

Competences

The learner:

- Interacts appropriately with other people.
- Exercises professional ethics.
- Communicates effectively.
- Works as guided by the supervisors
- Observes work etiquettes
- Exhibits teamwork
- Writes an Industrial report.

Detailed Module Content	**Duration**
Organization of the Industrial Training • Purpose of Industrial training • Placement procedure • Internee activities • Time framework • Supervision procedure • Industrial Report	288 Hours

Detailed Module Description: Year 2 Term 1

NCB 201:Basic Beauty therapy

Duration:50 Hours

Module Overview

The module provides learners with skills to perform various nail care services. It covers the tools and materials used in nail art, the procedure and fixing of artificial nails. Manicure and pedicure technicians often work in salons and spas.

Learning Outcomes

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

- Clean toe and finger nails
- Trim and file the nails
- Remove the cuticles
- Polish and decorate nails
- Fix artificial nails
- Advise clients on proper nail care

Competences

- analyses the types of manicures
- sets the tools and materials to be used for manicure
- examines and evaluates the condition of nails
- repairs on nail disorders
- polishes nails
- observes safety precautions for manicure
- analyses types of pedicures
- identifies tools and materials used in pedicure
- makes neatlyfinished pedicures.
- identifies tools and materials for nail sculpturing
- presses on artificial nails
- designs nail art
- repairs sculptured nails

Detailed Module Content	**Duration**
Sub-module1:Manicure • Types of manicures • Tools and materials used for manicure • Manicure procedure • Nail disorders • Nail Enameling/polish • Safety precautions	16Hours
Sub-module 2: Pedicure • Types of pedicures • Tools and materials used for pedicure • Pedicure process • Pedicure finishing	16Hours
Sub-module 3:Nail Sculpturing • Tools and materials used for nail sculpturing • Press-on nails • Nail art • Nail repair • Sculptured nail repair	18Hours

Suggested Reading Materials

- Milady, (2012). Milady's Standard: Nail Technology, 6th edition; Cengage Learning Publishers, Delmar.

VCBE 201: Entrepreneurship Skills

Duration: 30 Hours

Module Overview

The content for term one introduces the learner to fundamentals of entrepreneurship that enable one to scan the environment for viable business opportunities. The learner will acquire entrepreneurial skills to turn challenges into opportunities by taking risks through planning, creativity and innovation.

Learning outcomes

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

- appreciate and confidently practise entrepreneurship.
- conduct a feasibility study.
- mobilise resources and start up an enterprise.

Competences

The learner:

- differentiates entrepreneurship from ordinary business ventures.
- exhibits qualities of a good entrepreneur.
- practises entrepreneurial ethics.
- scans the environment for business opportunities.
- generates ideas for the business.

- selects a viable business idea.
- obtains business rights.
- identifies the characteristics of innovativeness and creativity.
- identifies forces of innovation.
- devises means of overcoming barriers to creative thinking.
- selects the most appropriate form of small business enterprise to operate.
- prepares a simple business plan.
- prepares a simple budget for the business.
- registers a business.
- mobilises resources for starting a business.
- locates a business in a suitable environment.

Detailed Module Description	Duration
Sub – module 1: Introduction to Entrepreneurship • Meaning of entrepreneurship • Qualities of an entrepreneur • Entrepreneurial ethics	03 Hours
Sub – module 2: Environmental Analysis • Meaning of environment • Scanning the environment for Business opportunities • Generating business ideas • Evaluation and selection of business ideas • Protection of business (Trademark and patent rights)	10 Hours
Sub – module 3: Innovation and Creativity • Meaning of innovation and creativity • Characteristics of innovative persons • Forces of innovation • Barriers to creativity and innovation	04 Hours
Sub – module 4: Business Planning • Forms of small business ownership (Sole proprietorship and Partnership) • Uses of a business plan • Parts of a business plan • Designing a simple business plan • Developing a simple budget	09 Hours
Sub – module 5: Implementing a Business Plan • Registering a Sole proprietorship and Partnership • Mobilising business resources - Financial resources - Human resources - Plant, machinery and equipment • Locating a business	04 Hours

VCCS 201: Basic Kiswahili

Duration: 20 Hours

Module Overview

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

Learning Outcome

By the end of the module, the learner should be able to seek help and transact business in Kiswahili.

Competences

The learner:

- communicates using Kiswahili language.
- greets peers, parents and supervisors in Kiswahili.
- appreciates others by saying 'thank you' and 'well-done' in Kiswahili.
- names places and people in their capacities.
- says body parts in Kiswahili.

Detailed Module Description	Duration
Sub-module 1: Introduction Kiswahili • Origin and widespread of Kiswahili • Importance of Kiswahili to Ugandans and other East African countries	2 Hours
Sub-module 2: Polite Language • Greetings to peers, age mates, parents, elderly and supervisors • Salutations at different times of the day • Appreciation and saying thank you for work done, gifts, food. • Asking for directions, assistance, food • Names of places, like schools, hospitals, markets, salons, beauty parlours etc. • Body parts such as head, arm, back, face, legs, hair, nails, etc. • Professional titles for cosmetologists	18 Hours

VCCB202:Hair Cutting and Barbering

Duration:50 Hours

Module Overview

The module will instil learners with background in the art of cutting hair using a variety of techniques. In practice, a learner will prepare the client to meet the gowning requirements for cut hair care and operate salon business within the legal frame work. It covers topics for different haircuts, safety, first-aid techniques and salon rules and regulations.

Learning Outcomes

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

- Use hair cutting tools correctly
- Cut and shape different hair styles
- Ensure that the work methods meet the health and safety requirements

Competences

- selects the tools for different haircuts
- performs different haircuts with various length, weight distributions and outlines
- observe safety precautions when cutting hair
- guides clients on how to maintain cut hair
- adheres to the rules and regulations governing salons.
- observes safety of clients while cutting hair.
- professionally attends to clients' complaints.
- takes precautions to minimise accidents during haircutting.
- cuts hair based on the client's preference.

Detailed Module Content	Duration

Sub-module1:Hair cuts
• Tools and materials used for hair cutting
• Types of haircuts:
  - Blunt cut
  - Layered cut
• Maintenance of cut hair
	20 Hours

Sub-module 2: Salon rules and regulations • License application • Certifications and inspections • Client safety • Complaint handling	16 Hours
Sub-module3: Accidents in haircutting • Body cuts • Sprains and strains • Contagions • Poor styles • Safety precautions for hair cutting	14 Hours

Suggested Reading Materials

- Cosmo, E., (2009). How to create the perfect cut, shape, colour and perm for different hair types: Secrets & Techniques from a master hairstylist; Atlanta Publishing Group Inc.
- Milady, (2012). Haircutting supplement for Milady Standard Cosmetology, Milady Publishing Company.

VCCB203: Basic Hair Colouring

Duration: 30 Hours

Module Overview

The module provides learners with skills to prepare hair dye recipes and colour the hair to give it a new appearance. The skills acquired will enable a learner to apply temporary and semi-permanent hair colours.

Learning Outcomes

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

- demonstrate an understanding and application of hair colours
- formulate a temporary hair colour that suits the client's skin tone
- use temporary colours to enhance the appearance of hair

Competences

- Identifies tools and materials for making hair colours.
- Processes different hair colour types.
- Analyses the effects of colours on the hair.
- Identifies dyes used for temporary hair colouring.
- Applies temporary colours to the hair.
- Analyses the effect of temporary colours on the hair.
- Observe the safety precautions for colouring hairs.

Detailed Module Content	**Duration**
Sub-module1:Introduction to Hair Colouring • Tools and materials used in making hair colours • Preparation of hair colours • Purpose of colouring hair	15Hours
Sub-module 2: Temporary Colouring • Types of temporary colours • Application of temporary colours • Effects of temporary hair colouring • Safety precautions for hair colouring	15Hours

Suggested Reading Materials

- Randy, R., (2008). Hair colouring, Student edition; Clic International Publishers
- Milady's Company Staff, (2012). Hair colouring and Chemical Texture Services for Milady Standard Cosmetology, 1st edition; Milady Publishing Company

VCCB204: Real life Project for year 2term 1

Duration:40 Hours

Module Overview

The module will enable learners to demonstrate mastery of tools and techniques in nail care and hair cutting. It involves nail polishing, art and repair; hair trimming, barbering, and shaving.

Learning Outcomes

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

- Perform manicure and pedicure services
- Carry out haircutting, trimming and barbering services

Competences

- Clean toe and finger nails
- Trim and file the nails
- Remove the cuticles
- Polish and decorate nails
- Fix artificial nails
- Advise clients on proper nail care
- Cuts hair
- Shaves beards
- Shapes hairlines and eyebrows

Detailed Module Content	**Duration**
• Manicure • Pedicure • Hair cuts • Hair Colouring	40Hours

Sample projects

- Manicure and pedicure services
- Hair cutting, trimming and barbering
- Hair colouring
- Making of hair dyes

Detailed Module Descriptionfor Year2 Term 2

VCCB201:Basic Beauty therapy Duration:50 Hours	
Module Overview Proper body care is essential to maintain the health and vitality of peoples' lives. The module will equip learners with aesthetics skills and competences to care and keep the skin beautiful through facial mask, exfoliation, steam and massage.	
Learning Outcomes By the end of this module, a learner should be able to nourish the skin and promote a well hydrated complexion that provides a smoother and fresher appearance.	
Competences The learner: • Selects the tools and materials for skin care • Determines the method to use when caring for skin • Performs a facial massage • Observes safety precautions for skin care • Shaves the body and facial hair • Removes unwanted patches of body hair • Carefully plucks damages hair out of the follicles • Permanently removes hair by destroying the hair growth center with chemicals or heat energy • Shapes the eye brows • Tints eye brows to match the hair dye • Tints the eye lashes	
Detailed Module Content	**Duration**
Sub-module 4: Skincare and Facial treatment • Tools and materials used in skin care • Methods of skincare • Facial massage • Safety precautions for skincare and facial treatments	18 Hours
Sub-module 5: Removal of body and facial hair • Shaving • Depilation • Tweezing • Electrolysis	18Hours
Sub-module 6: Eye treatments • Eyebrow shaping • Eyebrow tint • Eyelash tint	14Hours
Suggested Reading Materials • Milady, (2012). Milady's Standard: Nail Technology, 6th edition; Cengage Learning Publishers, Delmar.	

VCBE 201: Entrepreneurship Skills

Duration: 30 Hours

Module Overview

This term's content is intended to equip learners with knowledge, competences, and skills to successfully engage in production and manage a small business. The learner will be trained on how to produce quality goods/services for sale, market the products, and control the financial and human resources of the business.

Learning Outcomes

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

- produce quality goods and services.
- enhance competitiveness of the product through market survey.
- competently manage business finances.
- guide and control the business workforce.

Competences

The learner:

- determines the cost of production.
- designs appropriate packaging for the product.
- adds value to the product.
- carries out a market survey.
- applies the 4Ps in marketing a product.
- promotes the product for sale.
- maintains basic business records.
- computes business profits/losses.
- prepares simple income statements, balance sheet and cash flow statements.
- orients the business employees.
- maintains a motivated workforce.
- appraises staff.
- incorporates a compensation policy for the employees.
- shares responsibilities with employees.
- recognises the contribution of workmates.
- identifies causes of conflicts in small enterprises.
- resolves conflicts at the work place.

Detailed Module Description	Duration
Sub-module 6: Production • Production costing • Packaging (protection , handling and preservation of a product) • Value addition	06 Hours

Sub-module 7: Marketing • Market survey • Marketing mix {Price, Place, People, Product (4Ps)} • Sales promotion	06 Hours
Sub-module 8: Financial Management • Bookkeeping (recording transactions, source documents, journals, balancing accounts, trial balance, bank reconciliation, simple income statement, simple balance sheet) • Simple cash flows	12 Hours
Sub-module 9: Human Resource Management • Orientation • Importance of motivation • Performance appraisal • Compensation in compliance with labour laws • Need for delegation and challenges encountered • Importance of teamwork • Settling conflicts at workplace	06 Hours

VCCS 201: Basic Kiswahili

Duration: 20 Hours

Module Overview

This module introduces the learners to the basic Kiswahili used in the industries and by general public to carry out daily business.

Learning Outcome

By the end of the module, the learner should be able to transact business in Kiswahili.

Competences

The learner:

- counts numbers 0-1000000 in Kiswahili.
- identifies and names the parts of the human body in Kiswahili.
- names domestic animals, birds and insects in Kiswahili.
- mentions the days of the week, names the months of the year and tells the correct dates.

Detailed Module Description	Duration
Sub-module 3: Comprehension • Vowels; a e i o u • Consonants b, ch, d, dh, f, g, gh, h, j, k, l, m, n, ng, ny, p, r, s, sh, t, th, v, w, y, z. • Counting and numbers 0 to 9, 10 to 1000000 • Daily common activities and sayings such as welcome, have a seat, thank you, wish you well, sorry • Parts of the human body	10 Hours
Sub-module 4: General Vocabulary • Names of domestic animals like goat, sheep, cow, pig, rabbit, dog, cat • Names of domestic birds like duck, turkey, hen, • Names of insects like mosquito, fly cockroach • Months in a year, days of the week, dates and telling time • Names of objects like door, window • Common usage of Kiswahili; home and garden activities • Common mistakes to be avoided	10 Hours

VCCB202: Hair Cutting and Barbering

Duration:50 Hours

Module Overview

The module will instil learners with the art of trimming hair using a variety of techniques. In practice, a learner will prepare the client to meet the gowning requirements for hair trimming. It covers topics for different trims, safety and first-aid techniques.

Learning Outcomes

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

- Use hair trimming tools correctly
- Apply basic principles related to hair trimming
- Ensure that the work methods meet the health and safety requirements

Competences

- sets the tools for trimming hair
- trims hair according to the client's style choice
- advises clients on how to maintain trimmed hair
- applies various methods to trim and level hair.

Detailed Module Content	Duration
Sub-module 4: Hair trimming • Tools used in hair trimming • Procedure for hair trimming • Maintenance of trimmed hair	20Hours
Sub-module5:Methods of hair trimming • Weight removal • Undercut • Blunt cut • Point trimming • Dusting • Inch • Layers • Bob	30 Hours

Suggested Reading Materials

- Cosmo, E., (2009). How to create the perfect cut, shape, colour and perm for different hair types: Secrets & Techniques from a master hairstylist; Atlanta Publishing Group Inc.
- Milady, (2012). Haircutting supplement for Milady Standard Cosmetology, Milady Publishing Company.

VCCB 203: Basic Hair Colouring

Duration:30 Hours

Module Overview

The module provides learners with skills to prepare semi-permanent and permanent hair dye recipes and colour the hair to give it a new appearance. The skills acquired will enable a learner to perform semi-permanent and permanent hair colouring.

Learning Outcomes

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

- demonstrate an understanding and application of hair colours
- formulate semi-permanent and permanent hair colour that suits the client's skin tone
- use semi-permanent and permanent colour to enhance the appearance of hair

Competences

The learner;

- Identifies types of semi-permanent hair colours.
- Applies semi-permanent hair colours.
- Analyses the effects of semi-permanent colours on the hair.
- Sets mitigation measures to the effects of semi-permanent hair colours.
- Identifies permanent hair colours.
- Applies hydrogen peroxide correctly to make hair colours.
- Makes permanent hair colouring.
- Rectifies effects of permanent hair colours.
- Observes the safety precautions for hair colouring.

Detailed Module Content	**Duration**
Sub-module 3: Semi permanent colouring • Types of semi-permanent colors • Application of semi-permanent colors • Effects of semi-permanent colours to hair • Remedies to effects of semi-permanent hair colouring	10 Hours
Sub-module 4: Permanent Hair Colouring • Types of permanent colours • Use of Hydrogen peroxide in hair colouring • Application of permanent colours • Effects of permanent hair colours • Remedies to problems of permanent colours • Safety precautions for hair colouring	20 Hours

Suggested Reading Materials

- Randy, R., (2008). Hair colouring, Student edition; Clic International Publishers
- Milady's Company Staff, (2012). Hair colouring and Chemical Texture Services for Milady Standard Cosmetology, 1st edition; Milady Publishing Company

VCCB204: Real life project for year 2 term 2

Duration:40 Hours

Module Overview

The module will enable learners to demonstrate mastery of tools and techniques in nail care and hair cutting. It involves nail polishing, art and repair; hair trimming, barbering, and shaving.

Learning Outcomes

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

- Provide manicure and pedicure services
- Observe the health and safety regulations

Competences

- Shaves beards
- Shapes hairlines and eyebrows
- Performs facial treatments
- Depilates hair
- Tints eyebrows
- Tints eye lashes
- Trims and hair
- Trims and hair
- Colours hair

Detailed Module Content	**Duration**
• Colouring of hair • Trimming and filing the nails • Removing cuticles • Polish and decorate nails • Fixing artificial nails	40Hours

Sample projects for term 2 year 2

- Production of hair dyes
- Hair cutting, Trimming and barbering
- Facial treatments
- Depilation
- Eye treatments
- Hair colouring

Module Structure for Year 2 Term 3

VCCB201:Basic Beauty therapy Duration:40 Hours	
Module Overview The module provides learners with skills to perform facial make up,body scrubs and massage services. It covers the tools and materials used in makeup, body scrubbing and massage, the procedure and safety observations.	
Learning Outcomes By the end of this module, a learner should be able to: • Enhance the appearance of clients by applying facial make up • Correct flaws on the clients' facial appearance. • Carry out body scrub • Massage the body following correct procedures	
Competences • Describes the types of facial make-ups • Identifies the tools and materials for use in facial makeup, • Professionally applies a facial makeup. • Observes safety precautions for facial makeup. • Selects the tools and cosmetics for use in body scrub. • Scrubs and massages the body • Analyses the effects of body scrub and massage	
Detailed Module Content	**Duration**
Sub-module7: Facial make-up • Types of facial makeups • Tools and materials used in facial makeup • Facial make-up procedure • Safety precautions for facial make-up	20 Hours
Sub-module 8: Body scrub and massage • Cosmetics and tools used in body scrub and massage • Methods of body scrub and massage • Effects of body scrub and massage	20Hours
Suggested Reading Materials • Milady, (2012). Milady's Standard: Nail Technology, 6th edition; Cengage Learning Publishers, Delmar.	

VCBE 201: Entrepreneurship Skills

Duration:24 Hours

Module overview

The content for this term introduces learners to regular business support services to enable successful sourcing for funds to boost the business, manage risks and follow best practices in the industry. It will equip learners with skills to manage contracts, lobby for financial services, insure business, and adhere to tax requirements.

Learning Outcomes

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

- execute a contract economically and efficiently.
- save and invest in the business.
- insure the business.
- pay taxes.

Competences

The learner:

- looks for contract information.
- fills and prepares a simple bid document.
- complies with the contract requirements.
- opens and manages a bank account.
- acquires and services a loan.
- selects the most appropriate insurance policy for the business and their lives.
- observes the insurance principles.
- manages the challenges encountered in insurance.
- seeks for compensation when loss is suffered.
- recognises the importance of paying taxes.
- identifies the taxes paid by small businesses.
- calculates the tax payable.
- files tax returns.

Detailed Module Description	Duration
Sub-module 10: Contracting Process • Sources of contract information • Bid preparation • Contract execution and compliance	06 Hours
Sub-module 11: Banking • Services offered by Commercial banks, Micro finance institutions and SACCOs • Types of accounts (savings, current and fixed deposit) • Acquiring and servicing loans	06 Hours
Sub-module 12: Insurance for Small Businesses • Life assurance and property insurance • Principles of insurance • Process of getting compensation	06 Hours

Sub-module 13: Taxation and other Business Dues • Reasons for paying taxes • Common taxes paid by small businesses - Local service tax, - Property tax - VAT - Income tax - Market dues - Ground rent - Trade licence • Calculating VAT and Income tax payable • Filing tax returns	06 Hours

VCCS 201: Basic Kiswahili

Duration: 16 Hours

Module Overview

The module will equip the learner with the professional use of Kiswahili in technical works execution and management. It will enable the learner communicate to teammates who may not be familiar with the English language.

Learning Outcome

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

- name the tools, equipment and materials used in engineering.
- outline the titles of the personnel involved in carrying out technical works.
- applybasic Kiswahili in the day-to-day running of the business.

Competences:

The learner:

- identifies the tools and equipment used by cosmetologistsand states their uses in Kiswahili.
- differentiates between responsibilities and tasks performed by cosmetologists.
- identifiescosmetologists by their titles.
- identifiesand names the materials used in cosmetic work.
- exhibitspositive attitude towards work, customers and the general public.
- welcomescustomers in Kiswahili and handles them with care.
- advertises product in Kiswahili.

Detailed Module Description	**Duration**
Sub-module 5: Specific Trade (Professional related) Vocabulary • Names of tools and equipment used by a cosmetologist • Tasks performed by a cosmetologist • Titles of officers in cosmetology • Names of materials used in cosmetology	6 Hours
Sub-module 6: Customer Care and Language • Attitude to customers, public and the job • Public relations and persuasive business language • Advert of products • Handling customers: welcoming them, asking whether they need help, and thanking them.	10 Hours

VCCB202: Hair Cutting and Barbering

Duration:40 Hours

Module Overview

The module will instil learners with skills of barbering and shaping hair using a variety of techniques. In practice, a learner will prepare the client to meet the gowning requirements for hair shaping and facial care services such as beard and eyebrow care. It covers topics for barbering techniques, safety and first-aid.

Learning Outcomes

- sets the tools and materials for barbering
- applies different techniques for barbering
- Shapes hairlines and eye brows
- shaves beards
- maintains the tools used for barbering
- ensures safety and provides first-aid in case of accident during barbering
- Shapes hairlines and eye brows
- shaves beards
- maintains the tools used for barbering
- ensures safety and provides first-aid in case of accident during barbering

Competences

- selects the tools and materials for barbering
- applies different techniques for barbering
- Shapes hairlines and eyebrows
- shave bears
- maintains the tools used for barbering
- ensures safety and provides first-aid in case of accident during barbering

Detailed Module Content	Duration
Sub-module 6: Barbering • Tools and materials used for barbering • Barbering techniques • Barbering process • Maintenance of barbering tools • Safety and first aid precautions	30Hours
Sub-module 7: Facial hair service • Shaping of hair lines • Shaping eyebrows • Shaping beards	10 Hours

Suggested Reading Materials

- Cosmo, E., (2009). How to create the perfect cut, shape, colour and perm for different hair types: Secrets & Techniques from a master hairstylist; Atlanta Publishing Group Inc.
- Milady, (2012). Haircutting supplement for Milady Standard Cosmetology, Milady Publishing Company.

VCCB203: Basic Hair Colouring

Duration:24 Hours

Module Overview

The module is intended to provide learners with skills to prepare hair lighteners and bleaches to give the hair a new appearance. The skills acquired will enable a learner to perform hair lightening and bleaching.

Learning Outcomes

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

- demonstrate an understanding and application of hair lightening and bleaching
- formulate a hair lighteners and bleaches that suits the client's skin tone
- use lighteners and bleaches to enhance the appearance of hair

Competences

- Identifies tools and materials for making hair lighteners and bleaches.
- Identifies the hair lightening chemicals.
- Lightens hair using different methods
- Rectifies the effects of hair lightening
- Observes safety precautions for hair lightening

Detailed Module Content	**Duration**
Sub-module 5: Hair lightening • Types of hair lighteners • Methods of lightening hair • Lightening procedure • Effects of hair lightening • Safety precautions of hair lightening	12 Hours
Sub-module 6:Hair Bleaching • Types of hair bleaches • Methods of bleaching hair • Bleaching procedure • Effects of bleaching hair Safety precautions of hair bleaching	12 Hours

Suggested Reading Materials

- Randy, R., (2008). Hair colouring, Student edition; Clic International Publishers
- Milady's Company Staff, (2012). Hair colouring and Chemical Texture Services for Milady Standard Cosmetology, 1st edition; Milady Publishing Company

VCCB 204: Real life Project for year 2 term 3

Duration: 32 Hours

Module Overview

The module will enable learners to demonstrate mastery of tools and techniques in nail care and hair cutting. It involves nail polishing, art and repair; hair trimming, barbering, and shaving.

Learning Outcomes

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

- Provide bridal services
- Scrub and massage clients

Competences

The learner;

- Applies facial makeup
- Carries out body massage and scrubbing services
- Lightens hair
- Bleaches the hair

Detailed Module Content	**Duration**
• Application of facial makeup • Body scrub • Hair lightening • Hair bleaching	32 Hours

VCCB205:Industrial Training

Duration: 288 Hours

Module Overview

This module provides learners with opportunity of placement in organisations to have practical exposure to unfamiliar environments and critically assess existing practices in workplaces as they apply skills acquired in class into real life career-related areas. Learners receive instructions and practices on live people or manikins as an on-job training.

Learning Outcomes

By the end of this exercise the learner should have:

- developed the interpersonal, communication and teamwork skills
- Received practical work experience in beatification
- enhanced the work ethics and professionalism
- been talent-spotted by the organisation where he/she interned from.
- ability to setup and run own beauty parlour

Competences

The learner:

- Interacts appropriately with other people.
- Exercises professional ethics.
- Communicates effectively.
- Works as guided by the supervisors
- Observes work etiquettes
- Exhibits teamwork
- Writes an Industrial report.

Detailed Module Content	**Duration**
Organization of the Industrial Training • Purpose of Industrial training • Placement procedure • Internee activities • Time framework • Supervision procedure • Industrial Report	288 Hours

Suggested Reading Materials

- Ronnestad M.H. & Skovholt, T.M., (2001). Developing practitioners, 5th edition; Anderson Publishing - Howard
- Studer, J.R. & Diambra, J.F., (2010). A guide to practicum &Industrial for school counselors-in-training, 1st edition; Routledge – London.

Industrial Training Assessment guide

Areas of Assessment	Marks
• Professional image • Attendance • Punctuality • Sanitation • Salon layout • Health and Safety maintenance • Tools equipment and material knowledge • Marketing and selling abilities • Willingness to learn • Communication skills • Customer service and care • Work performance • Industrial training Report **Total marks**	05% 05% 05% 05% 05% 05% 10% 10% 05% 05% 10% 20% 10% **100%**

Appendices

Appendix I: Industrial Training Guidelines

The guidelines below should be followed during Industrial Training:

i) It starts at the end of the 3rd term.

ii) It takes a minimum period of 6 weeks.

iii) It is carried out at the world of work located in any part of Uganda including the training Institutions.

iv) The training Institution has the duty of:

- Budgeting for Industrial Training.
- Obtaining money from government for government sponsored learners.
- Explaining to the learners what they are expected to do.
- Finding placements for industrial training.
- Posting learners to industrial training.
- Supervising and assessing learners during industrial training.

Supervision

i) There should be a world of work or field or industry supervisor and an academic supervisor from the training institution.

ii) The academic supervisor visits the attachment site or industry at least once, and interacts with both the learner and field supervisor.

Assessment

Assessment marks should be categorised as follows:

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

All the above assessment categories must be carried out for one to complete industrial training. The marks awarded by each category must be verified by UBTEB.

Appendix II: Industrial Training Assessment Form for Field or Onsite Supervisor

Name of institution.....

Name of industry.....

Name of student.....**Signature**.....

Registration. .....

Name of supervisor.....

Signature.....

Date. .....

	Area of Assessment	**Marks**	**Score**	**Area of Improvement**
A	**Attendance (% age of days and times within the days present)**	**5**		
B	**Work Performance Involvement**	**30**		
	1. Co-operation with other staff	5		
	2. General ability to use various equipment, machines or plant in the industry	10		
	3. Flexibility-willingness to learn from various sections in industry	7		
	4. Job planning	8		
C	**Initiative and Innovations**	**15**		
	1. Problem-solving	8		
	2. New ideas on improvement for efficiency of performance or operations	7		
D	**Time Management**	**5**		
	1. Reporting on time	1		
	2. Leaving at specified break-off or stoppage time	1		
	3. Meeting deadlines on assignments given by supervisors or instructors	3		
E	**Discipline and Safety Observation**	**15**		
	1. Use of right equipment for right job	4		

	2. Obeying instructions	4		
	3. Proper handling of equipment and or materials	2		
	4. Ability to practice safety measures in the workplace	3		
	5. Knowledge of first aid procedures in case of accident	2		
F	**Practical Skills**	**20**		
	1. Ability to put into practice training instructions from instructors or supervisors	4		
	2. Ability to relate theoretical knowledge with practical applications	4		
	3. Proper use of manuals and interpretation of drawings	4		
	4. Ability to carry out troubleshooting on equipment, (put right mistake in work or finishing)	4		
	5. Ability to service and repair equipment (clean and maintain tools and workplace)	4		
G	**General Remarks (other assessment at discretion of assessor)**	**5**		

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

Appendix III: Industrial Training Assessment Form for Academic supervisor

Name of Institution……

Name of Industry……

Name of student ……

Signature……..

Registration Number……

Name of supervisor ……

Signature ……..

Date……

	Area of Assessment	Marks	Score	Area of Improvement
A	**Attendance (Was the learner at his work place?)**	**5**		
B	**Understanding of tasks**	**21**		
	1. Did the learner provide weekly summary of work performed?	2		
	2. How did the learner describe the tasks performed?	4		
	3. How was the learner able to explain why tasks were being done in a particular way?	3		
	4. How did the learner explain problems experienced when carrying out the work and how they were solved?	3		
	5. How did the learner explain the knowledge and skills acquired at the institute that enabled him to perform?	2		
	6. How did the learner describe the new	3		

	knowledge and skills gained?			
	7. How did the learner explain his relationship with his co-workers and supervisors and how he plans to improve or maintain it?	2		
	8. How did the learner relate the industrial training tasks to his training as a technician?	2		
C	**General Remarks (Other assessment at discretion of examiner)**	**4**		
Total mark		**30**		

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

Appendix IV: Field Attachment Report and Guide for Industrial Training

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

No	Contents	Maximum Score
1	**Cover page:** i) Name of Institution ii) Name of Department iii) Name of learner and year of study iv) Place of Industrial Training v) Period of Industrial Training e.g. July- September 1510 vi) Academic and Field Supervisor's signatures	1 mark
2	**Acknowledgements** i) Acknowledge all assistance during field training ii) Acknowledge assistance during report writing	0.5 marks
3	**Executive summary or abstract** i) To include statement of the most practical work carried out ii) Challenges iii) Conclusions	2 marks
4	**Table of contents** To show the content of the report and page numbers where they first occur	0.5 marks
5	**List of figures** i) All figures in the report must have a number and a caption ii) Figures must be numbered according to the chapters where they occur for example; Figure 4.1, to refer to first Figure in chapter 4 iii) The pages where the figures occur must be shown in the list of figures	0.5 marks
6	**List of tables** i) All tables in the report must have a number and a header ii) Tables must be numbered according to the chapters where they occur for example; Table 2.1, to refer to first table in Chapter 2 iii) The pages where the tables occur must be shown in the list of tables	0.5 marks
7	**List of acronyms or abbreviations** Acronyms used should be given in alphabetical order with their full meaning shown	0.5 marks
8	**Introduction** i) Location and description of place of field attachment ii) Objectives of field attachment iii) Structure, organisation iv) Tasks carried out by the place attached to e.g. if District Local Government describe its role in society	2 Marks
9	**Main body of the report** i) Description of work carried out ii) Duties and responsibilities assigned and how they were carried out iii) New knowledge and skills gained	8 marks

	iv) Relationship with other staff and supervisor v) Problems experienced and how they were handled	
10	**Conclusions** A brief summary of knowledge gained as outlined in the objectives	1mark
11	**Recommendations** i) For improving Industrial Training, usually derived from problems experienced ii) For improvement of work output at the place of work (this is included if allowed by the field supervisor)	1.5 marks
12	**References** i) Design standards and guidelines used during training ii) Books and internet material iii) Harvard style of referencing must be used for example Kyalikisa R (1510), "Effect of window net on the reduction of Malaria," Journal Health Construction, Vol 17, Page 123-127	1 mark
13	**Appendices** i) Drawings ii) Photographs, etc.	1 mark
Total mark		**20 marks**

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