



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CURRICULUM STRUCTURE

RQF LEVEL

5

TVET CERTIFICATE V
in
PUBLIC WORKS

CBSPWO 5001

Kigali, April 2024

CBSPWO5001 -TVET CERTIFICATE V

In Public Works

RQF Level 5 CURRICULUM

Supported by:

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List of Abbreviations

AASHTO	American Association of State Highways and Transportation Officials
ARP	Aménagement des Routes Principales
CAD	Computer Aided Design
CBA	Competency Based Assessment
CBR	Californian Bearing Ratio
CBT	Competency Based Training
CD	Compact Disk
CM	Complementary Modules
CVA	Canadian Vocational Agency
DACUM	Developing a Curriculum
DWG	Designated Work Group
DXF	Drawing Exchange Format
EDPRS	Economic Development and Poverty Reduction Strategy
ESHS	Environmental Social, Health & Safety
GS&C	General Surveying and Construction
HOD	Head Of Department
IAP	Industrial Attachment Program
ICT	Information and communication Technology
IPRC	Integrated Polytechnics Regional College
LandXML	Land eXtensible Markup Language
LO	Learning Outcome
MCT	Management Consultancy Training
MINEDUC	Ministry of Education
NST	National Strategic Transformation

OBS	Organization breakdown structure
OHS	Occupational Health and Safety
PDF	Portable Document Format
PPE	Personal Protective Equipment
PWO	Public Works
RAM	Random Access Memory
RTB	Rwanda TVET Board
RPL	Recognition of Prior Learning
RS	Rwanda Standards
RSB	Rwanda Standard Board
RTDA	Rwanda Transport Development Agency
RQF	Rwandan Qualification Framework
QA	Quality Assurance
QC	Quality Control
SOP	Standard Operating Procedures
SJITC	Saint Joseph Integrated Technical College
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
UR/CST	University of Rwanda/ College of Science and Technology
WBS	Work breakdown structure
WDA	Workforce Development Authority

Acknowledgments

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Specific modules

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2	Uwineza Surati	Lab manager	SJEC Ltd.	Bachelor of science in civil engineering
3	Kalimba Noella	Teacher	NYANZA TVET	Bachelor of science in civil engineering
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7	Ngenzi Jules Jean Cesar	Geotechnical enumerator	BRIDGES TO PROSPERITY	Advanced diploma in civil engineering
8	Eng. Nizeyimana Jean Bosco	Research and development Manager	Horizon Construction	Master of science in highway engineering and management
9	Kimenyi Patrick	Teacher	St Joseph Nyamirambo TSS	Advanced diploma in civil engineering
10	Nkezabera Pascal	Teacher	NYANZA TSS	Bachelor degree in rural development

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2. General modules

No	Names	Position	Organization
1	NGEZAHAYO Emmanuel	Maths teacher/author	Rusumo High School
2	NIYODUSENGA Patrick	Physics teacher	Ecole de science de Nyanza
3	UWINEZA Patrice	Teacher of Sciences	Nyamata TVET School
4	UMUGABEKAZI Yvette	Chemist	ADM-IBTC

3. Complementary modules

No	Names	Position	Organization
1	MUSAFIRI Ernest	Instructor	IPRC NGOMA
2	MUSONI Jean Claude	Teacher	Nyabihu TVET School
3	UWERA Marceline	Socio-linguistics Officer	RALC
4	MUTAGANZWA Gilbert	Teacher	Ecole Secondaire de Rukara
5	MATATA Jean Bosco	Teacher	College Ami des Enfants
6	GASIMBA François Xavier	Lecturer	UR/College of Education
7	KAMBARI Vincent	Teacher	GS St Marcel/ Kayonza
8	MUREGO Yves	Quality Assurance Officer	WDA
9	BUCYENSENGE Vincent	Instructor	IPRC KARONGI
10	GASANA Vedaste	Lecturer	INES
11	FURAHA INEZA Jean Raymond	Teacher	Lycée de Gisenyi

FOREWORD

The global rapid changes in the labour market tends to call for appropriate training and skills development through outcome-based training approaches. Skills development and employment promotion are central to Rwanda's transformative Vision 2050, aiming to secure high standards of living for all Rwandans. In a bid to transform Rwanda into a knowledge-based economy, the National Strategic Transformation 1(NST1) calls socioeconomic transformation through TVET skills development. The Rwanda TVET Board (RTB) was established to promote quality education in technical and vocation education and training from level one (1) to five (5) aimed at fast tracking socio-economic development of the country. Designing and distributing curricula, teaching materials, Teacher's guides, methodologies and establishing training methods for technical and vocation education and training from level one (1) to five (5); is among other RTB's responsibilities.

The existing curricula were limited in terms of acquired skills and knowledge and were not meeting the requirements of the current labour market at both national and regional level. In addition, there were barriers in vertical mobility and pathways in TVET which resulted in negative TVET perception. Furthermore, there were barriers to admission of TVET graduates of certain programs into higher learning institutions.

The TVET modernization process has begun with a clear picture of the programs focusing on sectors with high employment potential like Public Works among others. In this respect, Rwanda TVET Board is honored to avail the RQF level 5 curriculum of Public Works which serves as the official document and respond to the above-mentioned concerns.

With the help of the training providers, Teachers, parents whose role is central to the success of this curriculum, the trainees will gain appropriate hands-on skills which will make a difference not only to their own lives but also to the success of Rwanda's economy.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document.

Dip. -Eng. Paul UMUKUNZI

Director General/ RTB

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies to perform the occupation/s of public works foreman, civil works technician, draftsman and assistant quantity surveyor. It is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement the training.

The modules of the curriculum include a description of the expected results of the training. They have a direct influence on the choice of the theoretical and practical learning activities. Competencies are the targets of the training: the acquisition of each is required for certification.

The curriculum is the reference to carry out the assessment of learning. Assessment tools of learning are developed based on this document.

The curriculum consists of three parts. The first part is of general interest and shows the nature and goals of the program and the key concepts and definitions used in the document. The second part presents the qualification, its level in the qualification framework, its purpose, its rationale, and the list of modules it comprises. The third part deals with the training package. It includes the competencies chart, the sequencing of module learning, the description of each module and the course structure.

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the number of credits, the context in which the competency is performed, the prerequisite competencies, the learning units, and the performance criteria.

In each module, a course structure is provided. The course structure describes the learning outcomes (knowledge, skills, and attitudes) and the learning contents related to each learning unit. In addition, the learning outcomes / activities and resources are included and where applicable, reference standards are mentioned for indicative contents. Standard reference numbers are indicated throughout the text and the full standards' titles in the reference section.

Finally, the assessment specifications and guidelines are included in each module.

1.1. Rationale of the Qualification

Rwanda's building and construction industry has rapidly grown in the past couple of years with both government and private sector engaged in the construction of public buildings and roads infrastructure triggering what is now dubbed as a "construction boom in Rwanda". The construction industry contributes immensely towards the GDP of the Country mainly through direct income and massive employment opportunities generated from various infrastructure projects, rehabilitation, and maintenance. It is estimated that the construction sub-sector of the larger industrial sector will contribute to the highest of the country's industrial GDP.

However, there has been a shortage of skilled workers to work in the various forementioned construction of infrastructure among others.

Therefore, **Public Works foreman, civil works technician, draftsman and assistant quantity surveyor** are among the key occupations that need to be trained (equipped with the required competencies) to drive the target of the government in construction sector especially in public works.

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Certificate 5 in Public Works
Level:	RQF Level 5
Credits:	120
Sector:	Construction and Building Services
Trade:	Public Works
Issue date:	April, 2024

2.2. Graduate profile

This qualification provides the skills, knowledge, and attitude for a learner to be competent in a range of routine tasks and activities that require the application of practical skills in a defined context. Work would be undertaken in various construction enterprises where supervision of public works, construction of roads, bridges, spring water supply and sewerage system and other related public works services are carried out. Learners may carry out a range of defined activities under non-directive supervision, take some supervisory responsibility for own and the work of others and lead established teams in the implementation of routine work while managing limited resources within defined and supervised areas of work and take a significant role in the evaluation of work and the improvement of practices and processes.

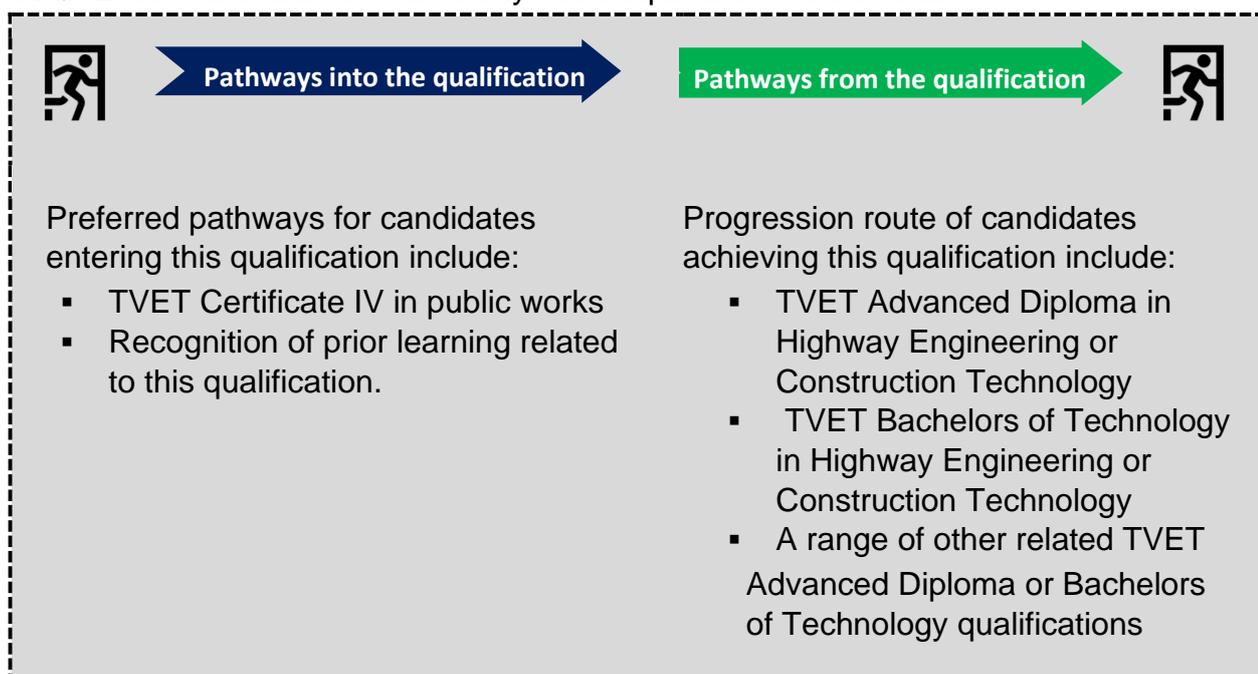
At the end of this qualification, qualified learners will be able to:

1. Organise a business
2. Apply ICT at workplace
3. Gukoresha ikinyarwanda cy' intyoza
4. Use upper-intermediate English at workplace
5. Echanger les idées en Français élémentaire
6. Kutumia Kiswahili katika mawasiliano ya kazini
7. Apply Professional and multicultural ethics at workplace
8. Develop attitudes of living together in harmony
9. Apply Dynamics and mechanical waves
10. Apply Mathematical Analysis, Statistics and Probability
11. Demonstrate Basics of Analytical Chemistry
12. Construct bridge
13. Construct asphalt pavement

14. Construct spring water supply and sewerage structures
15. Apply Auto - CAD Civil 3D Software
16. Conduct site supervision of public works
17. Estimate cost in public works
18. Integrate the workplace

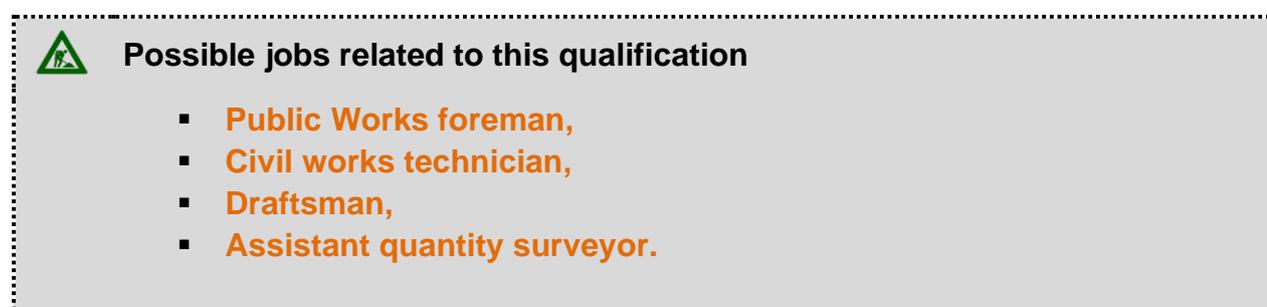
2.3 Minimum entry requirements and pathways

The minimum entry requirement for this qualification is to have successfully completed RQF Level 4 in Public Works or any other equivalent certification.



2.4 Job related information

This qualification prepares individuals to integrate the construction industry with the professionalization of Public Works foreman. This qualification again offers the opportunity to execute the works as civil works technician, draftsman and assistant quantity surveyor while ensuring that safety, social, security and environmental regulations are respected.

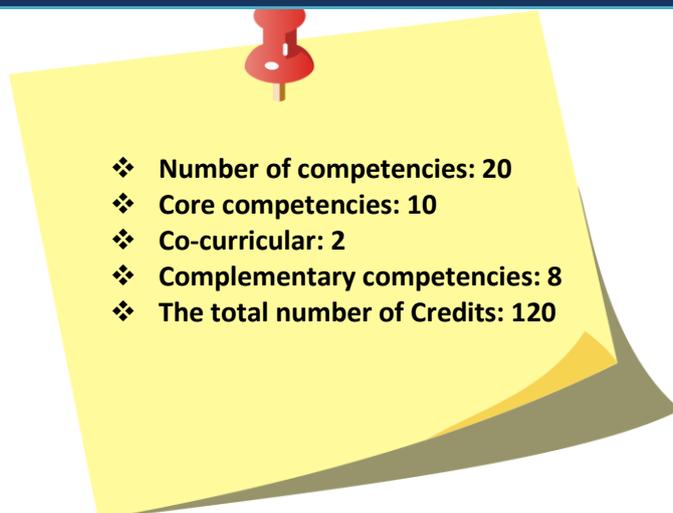


2.5 Information about competencies

No	Code	Complementary competencies	Credit
1	CCMOB502	Organise a business	3
2	CCMIW502	Apply ICT at workplace	3
3	CCMKN502	Gukoresha ikinyarwanda cy' intyoza	3
4	CCMEN502	Use upper-intermediate English at workplace	3
5	CCMFT502	Echanger les idées en Français élémentaire	3
6	CCMKK502	Kutumia Kiswahili katika mawasiliano ya kazini	3
7	CCMPE502	Apply Professional and multicultural ethics at workplace	3
8	CCMCZ501	Develop attitudes of living together in harmony	3
Total			24

No	Co-Curricular activities	Credit
1	Sports/Clubs	1
2	Self-study/Library Research	1
Total		2

	No	Code	Core competencies	Credit
GENERAL	1.	GENDM501	Apply Dynamics and mechanical waves	4
	2.	GENAM501	Apply Mathematical Analysis, Statistics and Probability	6
	3.	GENAC501	Demonstrate Basics of Analytical Chemistry	3
	4.	PWOSS501	Conduct Site Supervision of Public Works	7
SPECIFIC	5.	PWOIA502	Integrate the workplace	20
	6.	PWOAC501	Apply Auto - CAD Civil 3D Software	12
	7.	PWOBC501	Construct bridge	12
	8.	PWOAP501	Construct asphalt pavement	10
	9.	PWOWS501	Construct Spring water supply and sewerage structures	12
	10.	PWOCE501	Estimate cost in public works	8
Total				94



2.6 Allocation of Learning Hours

N0	Module name	Learning Outcome	Theoretic hours	Practical hours	Total hours
1	Bridge Construction	LO1: Perform bridge preliminary works	8 hours	12 hours	20 hours
		LO2: Construct substructure elements	10 hours	30 hours	40 hours
		LO3: Construct superstructure elements	10 hours	30 hours	40 hours
		LO4: Perform bridge finishing activities	5 hours	15 hours	20 hours
Total hours			33 hours	87 hours	120 hours
2	Asphalt pavement Construction	LO1: Perform preliminary works	2 hours	3 hours	5 hours
		LO2: Check subgrade	5 hours	10 hours	15 hours
		LO3: Construct subbase course	6 hours	14 hours	20 hours
		LO4: Construct base course	6 hours	14 hours	20 hours
		LO5: Construct wearing course	10 hours	30 hours	40 hours
Total hours			32 hours	78 hours	100 hours
3	Site Supervision of Public Works	Plan daily construction activities	6 hours	14 hours	20 hours
		Follow up on construction works	9 hours	21 hours	30 hours
		Close construction activities	6 hours	14 hours	20 hours
Total hours			21 hours	49 hours	70 hours

4	AutoCAD Civil 3D software	LO1: Develop a concept	4 hours	6 hours	10 hours
		LO2: Explore AutoCAD Civil 3D Interface	5 hours	10 hours	15 hours
		LO3: Produce drawings	5 hours	80 hours	85 hours
		LO4: Publish drawings	4 hours	6 hours	10 hours
Total hours			18 hours	102 hours	120 hours
5	Cost Estimation in Public Works	LO1: Estimate the construction work cost	24 hours	36 hours	60 hours
		LO2: Monitor the project cost	3 hours	7 hours	10 hours
		LO3: Value the construction work	3 hours	7 hours	10 hours
Total hours			30 hours	50 hours	80 hours
1	Spring water supply and sewerage structures Construction	Construct water tank	9 hours	21 hours	30 hours
		Construct spring water collection system	12 hours	28 hours	40 hours
		Construct sewerage system	15 hours	35 hours	50 hours
Total hours			36 hours	84 hours	120 hours

3. TRAINING PACKAGE

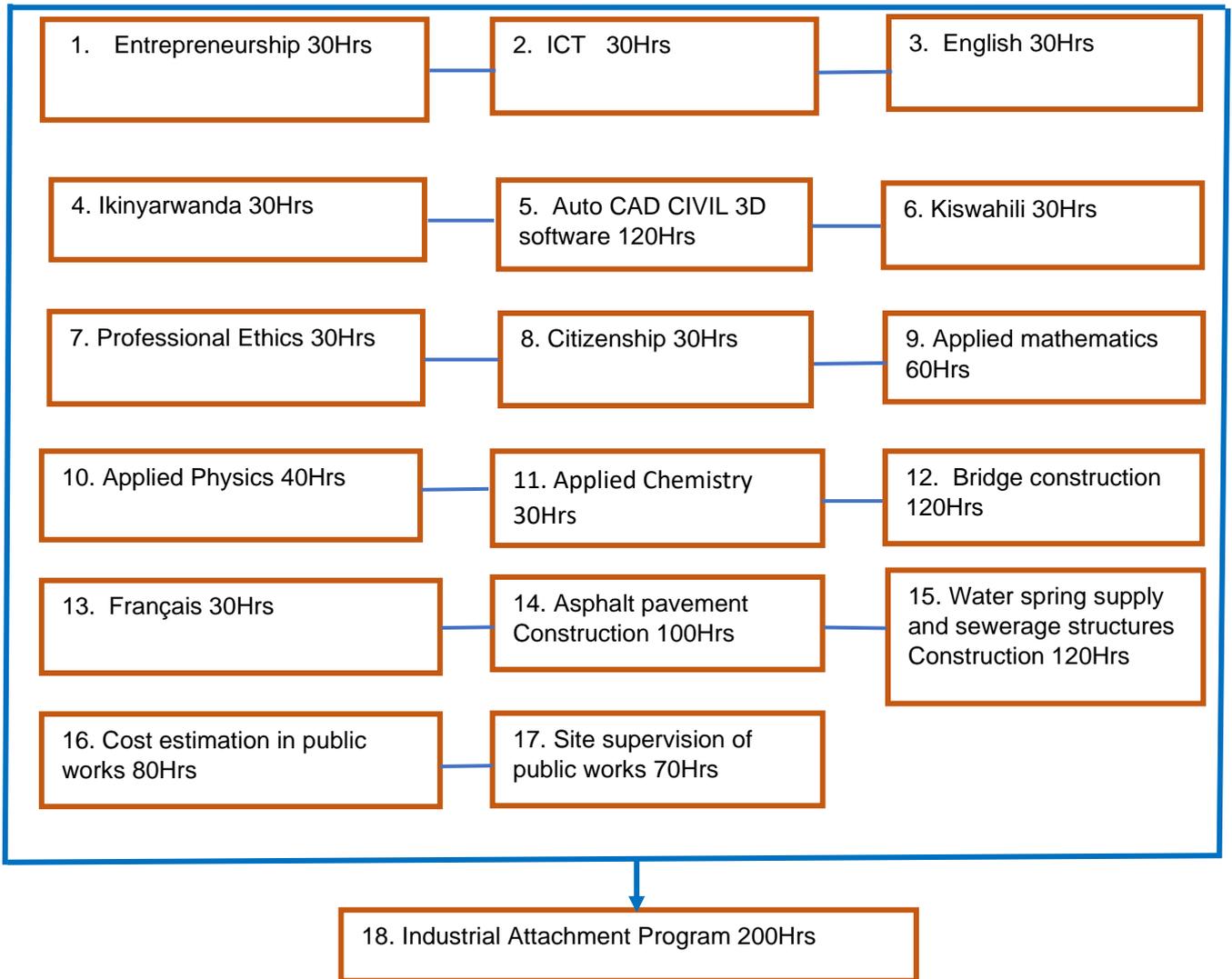
The training package includes the flowchart, the modules, the course structure, and the assessment guidelines.

3.1 Course structure

The course structure describes the indicative content for each learning outcome. These indicative contents are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The facilitation techniques contain a series of suggestions, usually with several options, that will guide the learner and the Teacher.

3.2 Flowchart

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competencies. It provides an overall planning of the entire training programme and shows the relationship between the modules. This type of planning is to ensure consistency and progression of learning. For each module, the flowchart shows the learning that is already in place, the learning that is to take in parallel or later. The positions defined will have a decisive impact on all subsequent pedagogical choices. The flowchart of the sequence of learning of the modules of the training programme is presented on the following page.



4. ASSESSMENT GUIDELINES

4.1 Assessment Methodology

To assess knowledge, practical, and application skills through a jury system of continuous evaluation that encourages learners to display understanding of the principles in application to set practical tasks and their attendant theory to assess self-learning.

There are two types of assessment (Formative Assessment and Summative/Integrated Assessment). Each assessment has its own rule for passing to be declared competent.

Formative Assessment

This is applied on all types of modules (e.g. Complementary, General and Specific modules)

A trainee to be competent for a formative module must have at least 70%

A trainee to be eligible to undertake integrated assessment of specific modules must have at least 50% as passing line for general and complementary modules.

Each trainee should be competent on all formative assessments to be declared competent on that module.

All formative assessment should be declared competent before taking the summative/integrated assessment.

Summative Assessment

All Summative/Integrated assessment should match with the content of the module in the curriculum.

Summative/Integrated Assessment is always in practical, giving it as a theoretical type of assessment is not acceptable.

The integrated situation provided in the curriculum is a sample of the assessment to be carried out, the Teacher/Teacher has the role of developing another one referring to the task to be carried out in the integrated situation in accordance with the circumstances inside school, but the integrated situation should stick on the components of a task.

During Summative/Integrated assessment, assessor panel members should be three (3).

The trainee can be declared competent based on the assessment CRITERIA and its respective assessment indicators.

The Passing Line for the modules is:

- 50 % for general and complementary modules

- 70 % for specific modules

Training delivery		100%	Assessment		Total 100%
Theoretical content		30%	Formative assessment	30%	50%
Practical work:		70%		70%	
Group project and presentation	20%				
Individual project /Work	50%				
			Summative Assessment	50%	

Note: Summative assessment is always conducted at the completion of module delivery. It should be practical through an integrated situation for specific modules and in any other forms of assessment for complementary and general modules.

GLOSSARY

1. **Assessment:** A process of gathering and judging evidence to decide whether a person has attained a standard of performance.
2. **Assessment criteria:** Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.
3. **Best practice:** Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.
4. **Competency standard:** An industry-determined specification of performance which sets out the skills, knowledge and attitudes required to operate effectively in employment. Competency standards are made up of units of competency, which are themselves made up of elements of competency, together with performance criteria, a range of variables, and an evidence guide.
5. **Competency:** means the ability to apply knowledge, skills, and personal, social and methodological skills in the workplace or during learning, as well as in personal and professional development. This ability or capacity is acquired through leaning, exposure to the tasks and series of training allowing one to perform specific task autonomously. Reason why in the context of the CBE Framework competencies are described as responsibility and independence.
6. **Competency-based assessment (or CBA):** The gathering and judging of evidence to decide whether a person has achieved a standard of competency.
7. **Complementary competencies:** Set of knowledge, skills and attitudes which are not directly linked to a specific occupation or industry, but which are important for work, education, and life in general, such as communication, mathematics, organizational aptitude, and computer literacy, interpersonal and analytical competency.
8. **Core modules:** Modules leading to competencies' acquisition that an industry sector has agreed upon as essential for a person to be accepted as competent at a particular level. All modules may be core, but in many cases competency at a level will involve core modules plus optional or specialization modules. Core competencies are normally those central to work in a particular industry.
9. **Credential:** Formal certification issued for successful achievement of a defined set of outcomes, e.g. successful completion of a course in recognition of having achieved knowledge, skills, or competencies; successful completion of an apprenticeship or traineeship.

10. **Credit:** The acknowledgement that a person has satisfied the requirements of a module.
11. **Curriculum:** The specifications for a course or subject (module) which describe all the learning experiences a learner undergoes, generally including objectives, content, intended learning outcomes, teaching methodology, recommended or prescribed assessment tasks, assessment exemplars, etc.
12. **Evidence guide:** The part of a competency standard which provides a guide to the interpretation and assessment of the unit of competency, including the aspects which need to be emphasized in assessment, **relationships to other units, and the required evidence of competency.**
13. **Flexible delivery:** A range of approaches to providing education and training, giving learners greater choice of when, where, and how they learn. Flexible delivery may involve distance education, mixed-mode delivery, online education, self-paced learning, self-directed learning, etc.
14. **Formal education:** Also, formal training education or training provided in educational institutions such as schools, universities, colleges, etc. or off the job in a workplace, usually involving direction from a teacher or instructor.
15. **General competencies:** competencies correspond to larger operations that go beyond the tasks, but generally contribute to their implementation. These activities require more fundamental learning and are generally common to several tasks and transferable to many work situations.
16. **Generic modules:** Modules leading to the attainment of complementary competencies.
17. **Informal education:** The acquisition of knowledge and skills through experience, reading, social contact, etc.
18. **Internship:** An opportunity for a learner to integrate career related experience by participating in planned, supervised work.
19. **Key competencies:** Any of several generic skills or competencies considered essential for people to participate effectively in the workforce. Key competencies apply to work generally, rather than being specific to work in a particular occupation or industry. The following are key areas of competency which were developed into seven key competencies: collecting, analyzing, and organizing information; communicating ideas and information; planning and organizing activities; working with others and in teams; using mathematical ideas and techniques; solving problems; and using technology.
20. **Knowledge:** means the result of the adoption of information through the learning process. Knowledge is a set of facts, principles, theories, and

practices related to area of work or study. In CBE context lifelong learning knowledge is described as theoretical and / or factual.

21. **Learning outcomes:** are statements of what learner knows, understands and can perform, based on the completion of the learning process, defined by knowledge, skill and competency.
22. **Facilitation techniques:** Suggested activities that can be developed during lesson planning and activity preparation. The choice of learning activities must be tailored according to group size, available material resources and communication tools.
23. **Learning hours:** Number of hours required to acquire the competency, including the time allocated to evaluation, which is estimated between 5 and 10% of the total learning time of the competency.
24. **Learning outcomes:** Statements that indicate what learners will know or be able to do because of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.
25. **Learning unit:** Any of the basic building blocks of a module, which describes the key activities, or the elements of the work covered by the module.
26. **Module:** A unit of training which corresponds to one competency, and which can be completed on its own or linked to others.
27. **Occupation:** The principal business of one's life.
28. **Performance criteria** the part of a competency standard specifying the required level of performance in terms of a set of outcomes which need to be achieved in order to be deemed competent. It describes the quality requirements of the result obtained in labor performance.
29. **Qualification:** means the formal name for the result of a process of assessment and validation, which is obtained when a competent body determines that an individual has achieved learning outcomes to the standards laid down.
30. **Quality assurance:** The systems and procedures designed and implemented by an organization to ensure that its products and services are of a consistent standard and are being continuously improved.
31. **Recognition of prior learning (or RPL):** The acknowledgement of a person's skills and knowledge acquired through previous training, work or life experience, which may be used to grant status or credit in a subject or module.
32. **Skills:** are the ability to apply knowledge and use the principle of "know how" to perform a specific task and to solve the problem. In the context of the CBE Framework, skills are defined as cognitive (involving the use of logical, intuitive and creative thinking), practical

(including physical skill and use of methods, materials, devices and instruments) and social skills (communication and cooperation skills, emotional intelligence and other).

33. **Specific competencies:**

Competencies that are directly related to the tasks of the occupation in the workplace context. They refer to concrete, practical, and focused aspects.

34. **Traineeship:** A system of vocational training combining off the-job training at an approved training provider with on-the-job training and practical work experience. Traineeships generally take one to two years and are now a part of the New Apprenticeships system.

35. **Unit of competency:** A component of a competency standard. A unit of competency is a statement of a key function or role in a particular job or occupation. See also element of competency, performance criteria, range of variables.



Employable Skills for Sustainable Job Creation

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