



Republic of Rwanda
Ministry of Education



CURRICULUM STRUCTURE

RQF LEVEL

4

**TVET CERTIFICATE IV
in
MANUFACTURING TECHNOLOGY**

MAMMAT4001

Kigali, July 2023

MAMMAT4001-TVET CERTIFICATE IV
Manufacturing Technology
RQF Level 4 CURRICULUM

Funded by:

TQUM
TVET Quality Management Project

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List of Abbreviations

2D	: Two dimensions
3D	: Three dimensions
5S	: Sort, Straighten, Shine, Standardize and Sustain
AC	: Alternative current
CBA	: Competency-Based Assessment
DC	: Direct current
DMRS	: Domestic Market Recapturing Strategy
EDP	: Entrepreneurship Development Policy
GDP	: Gross Domestic Product
HIC	: High-Income Country
IAP	: Industrial Attachment Program
LO	: Learning Outcome
NST1	: National Strategic Transformation 1
PPE	: Personal Protective Equipment
RQF	: Rwanda Education Qualification Framework
RTB	: Rwanda Technical and Vocational Education and Training Board
SEZ	: Special Economic Zone
SHE	: Safety, Health and Environment
SMAW	: Shielded Metal Arc Welding
SME	: Small and Medium Enterprises
TQUM	: TVET Quality Management
TVET	: Technical and Vocational Education and Training
UMIC	: Upper-Middle Income Country

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UWIMANIMPAYE Serge	IPRC KITABI	Business Incubation Specialist
UWIZEYE Jean de la Croix	Mpanda TSS	Trainer
UWIZEYIMANA Jean	IPRC Ngoma	Instructor

2. General modules

Names	Organization	Position
UWITONZE Nestor	UR/CST	Lecture in Chemistry
UFITINEMA Jean Chrisostome	UR/CST	Assistant Lecture in Biology
MUNEZERO Wivine	IPRC NGOMA	Teacher of Chemistry
UFITINEMA Bonaventure	GSNDP Cyanika	Teacher of Mathematics

NINKABANDI Theogene	Nyanza TSS	Teacher of Physics
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3. Complementary modules

Names	Institution	Position
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MUTAGANZWA Gilbert	ES RUKARA	Umwarimu w'Ikinyarwanda
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NTIVUGURUZWA Procure	GSNDP Cyanika	Teacher of Entrepreneurship
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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 socio-economic 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, trainer's guides, methodologies and establish training methods for technical and vocation education and training from level one (1) to five (5); is among other RTB's responsibilities.

After combining welding and production technology, the existing curricula for both trades were combined and revised to have capacity in terms of acquired skills and knowledge and 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 before combining both trades. Furthermore, the 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 sector with high employment potential like Manufacturing Technology among others. In this respect, Rwanda TVET Board, in collaboration with TQUM Project, is honoured to avail the curriculum of Manufacturing Technology which serves as the official document and respond to the above-mentioned concerns.

With the help of the training providers, trainers, parents whose role is central to the success of this curriculum, the trainees will gain appropriate hand 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.

Dipl._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 a **Manufacturer**. 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. The 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 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 outcomes 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 outcomes. In addition, the learning activities and resources for learning are suggested.

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

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Certificate 4 in Manufacturing Technology
Level:	RQF Level 4
Credits:	120
Sector:	Manufacturing and Mining
Sub-sector:	Manufacturing Technology
Issue date:	July, 2023

2.2. Graduate profile

This qualification provides the skills, knowledge and attitudes 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 Manufacturing enterprises where Workplace organization, Workpiece preparation, Workpiece forging, assemble the workpiece, finishing works, fabrication of aluminium, stainless steel and cast-iron product using SMAW or oxy-acetylene gas welding, are carried out. Learners may work with some autonomy or in a team but usually under close supervision.

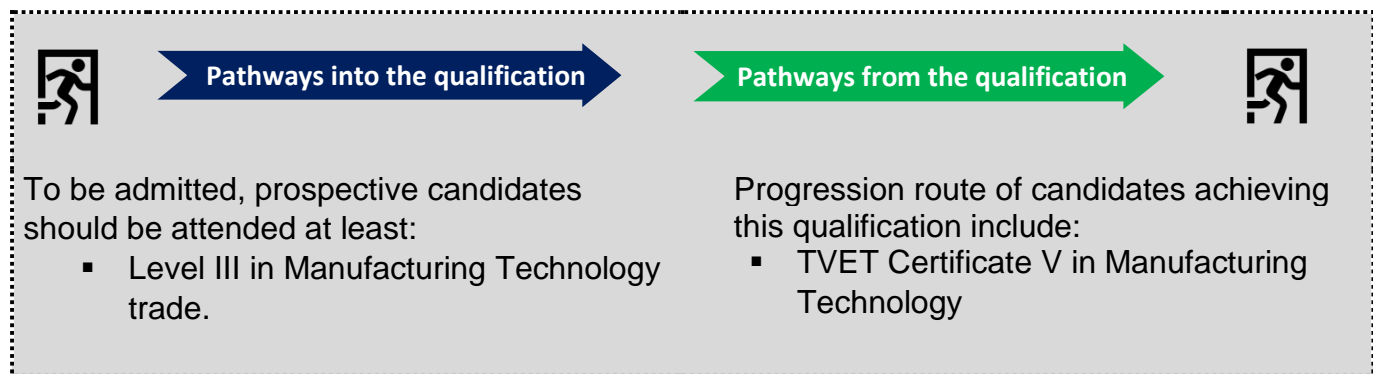
At the end of this qualification, qualified learners will be able to:

1. Entrepreneurship
2. ICT
3. Apply Citizenship
4. English
5. Ikinyarwanda
6. French
7. Kiswahili
8. Applied Mathematics
9. Applied Physics
10. Applied Chemistry
11. Perform preventative maintenance on machine
12. Estimate the cost
13. Perform Solid works design
14. operate lathe machine
15. Perform forging operation.
16. Perform spot welding

17. Perform SMAW on aluminium, stainless and cast-iron
18. Apply oxy-acetylene gas welding on aluminium, stainless and cast-iron
19. Assemble product components/manufactured parts
20. Mould Pattern Making
21. Integrate at the workplace

2.3. Minimum entry requirements and pathways

The minimum entry requirement to this qualification is to have broad knowledge, skills and attitudes of Manufacturing background and have completed TVET Certificate III in Manufacturing or Equivalent Certification ,or any other any related areas.



2.4. Rationale of the Qualification

Rwanda's Manufacturing and Mining sector is still small, on the other hand; it has been growing steadily. several critical policy interventions and strategies have been developed such as Made in Rwanda policy, Entrepreneurship Development Policy (EDP), SEZ policy, the Domestic Market Recapturing Strategy (DMRS), the National Export Strategy, SMEs strategy, the National Export Strategy and the Cross Border trade strategy.

It is estimated that the Manufacturing and Mining sector contributes the highest to the country's industrial GDP. However, there has been an over dependence on imported raw materials, which depletes the foreign exchange resources while denying the citizens the opportunities to the production of spares and both domestic and industry equipment. Welding activities contribute immensely to the GDP of the Country mainly through direct income and employment opportunities generated from various jobs.

Manufacturing is the making of articles on a large-scale using machinery; industrial production to transform raw materials into usable products. People who work in secondary activities transform raw resources into completed products. Workers at steel mills, Forging industries, car factories, casting industries, Food industries, breweries, textile mills, bakeries, and other sectors come into this category. Some people work in the service industry. Manufacturing activities are used to assess a country's economic strength, with the output aims of transform Rwanda into

an Upper-Middle Income Country by 2035, and into a High-Income Country by 2050 to increase the local domestic and foreign supply of manufactured products, the Government has put in place the Special Economic Zone and 9 Industrial parks to offer diversity opportunities : Employ large numbers of low – to – medium skilled workers, easy standardised and scaled which complements economic clustering in country, technological change and productivity growth, thus exhibiting positive learning and process development opportunities, tradable and allowing developing countries to tap into global value chains as well as new markets for buying and selling products. The constraints and weaknesses to development of this industry were identified as follows: an inefficient, inconsistent supply of raw materials, limited skilled manpower, capital-acquisition difficulties, high competition from other regional actors (East African), inconsistent and inadequate energy/power supply and low-quality production output.

2.4. Job related information

This qualification prepares individuals to integrate the Manufacturing Technology industry with the professionalism of Manufacturing technician while ensuring that safety, security and environmental regulations are respected.



Possible jobs related to this qualification

1. Manufacturing Technician
2. Machine Operator
3. Maintenance Technician
4. Welder
5. Forger
6. Pattern and Mould for Casting Maker

2.5. Information about competencies

No	Code	Cross-cutting competencies	Credit
1.	CCMBC402	Develop a business plan	3
2.	CCMCL402	Apply computer skills	3
3.	CCMCT401	Citizenship	3
4.	CCMEN402	Use intermediate English at workplace	3
5.	CCMKN402	Gukoresha ikinyarwanda cy'umunyamwuga	3
6.	CCMFT402	Exprimer des opinions en français élémentaire	3
7.	CCMKS402	Kutumia Kiswahili katika mawasiliano ya kawaida	3
Total			21

No	Co-Curricular activities	Credit
1.	Sports/clubs	1
2.	Self-study/ library research	1
Total		2

	No	Code	Core competencies	Credit
GENERAL	1.	GENFA402	Apply Fundamental Mathematical Analysis	6
	2.	GENMP402	Apply Mechanics and properties of matter	4
	3.	GENAC402	Demonstrate knowledge of Organic Chemistry	3
	4.	GENMP401	Machines Preventive Maintenance	4
	5.	GENCE401	Estimate cost	4
	6.	GENSD401	SolidWorks design	8
SPECIFIC	7.	MATLO401	Lathe machine operation	8
	8.	MATFO401	Forging operations	6
	9.	MATSW401	Spot welding	5
	10.	MATSA401	SMAW on aluminium, stainless and cast-iron	9
	11.	MATOA401	Oxy-acetylene gas welding on aluminium, stainless and cast-iron	8
	12.	MATAC401	Assemble product components/Manufactured Parts	7
	13.	MATMP401	Make Mould Pattern	5
	14.	MATIA401	Integrate the workplace	20

- ❖ Number of competencies: 21
- ❖ Core competencies: 14
- ❖ Cross-cutting competencies: 7
- ❖ Co-curricula activities: 2
- ❖ The total number of Credits: 120

2.6. Allocation of Learning Hours

N0	Module name	Learning Outcome	Theoretical hours	Practical hours	Total hours
1	Entrepreneurship	LO1. Identify elements of business plan	3	7	10
		LO2. Write a business plan	3	7	10
		LO3. Establish business contingency plan	3	4	7
		LO4. Present a business plan	1	2	3
Total hours module 1			10	20	30
2	ICT	LO1. Describe the operating system	5	10	15
		LO2. Customize the computer features	3	7	10
		LO3. Protect computer system	2	3	5
Total hours module 2			10	20	30
3	Citizenship	LO1. Make a Comparative study of Genocides.	3	7	10
		LO2. Protect human rights	3	7	10
		L.O3. Promote social cohesion	3	7	10
Total hours module 3			10	30	30
4	English	L.O1. Write factual, descriptive, and explanatory correspondence text.	3	6	9
		L.O2. Apply a range of listening strategies and activities to understand predictable messages	3	4	7
		L.O3. Discussion, supporting or refute ideas on general and trade-related topics	3	4	7

		L.04. Read medium texts on general and trade-related topics	3	4	7
Total hours module 4			12	18	30
	Ikinyarwanda	L.01. Gukoresha ubuvanganzo gakondo bufatiye ku mwuga ashyikirana n'abandi , gutandukanya ubwoko bw'inshinga no gukoresha ikomorazina n'ikomoranshinga .	3	7	10
		L.02. Gukoresha Ikinyarwanda uwiga agaragaza ibyiza by'ikorabuhanga mu iterambere ry'umwuga no gusesengura ibinyazina binyuranye.	2	3	5
		L.03. Gukoresha Ikinyarwanda uwiga agaragaza ububi bw'ibiyobyabwenge mu rubyiruko, kugaragaza amategako y'igenamajwi yerekeye n'ingombajwi mu izina mbonera no kunoza imyandikire y'inyuguti nkuru mu nteruro.	2	3	5
		L.04. Gukoresha Ikinyarwanda uwiga agaragaza uburyo bunyuranye bwo gufata neza ibidukikije no gukoresha indangahantu n'ibyungo.	2	3	5
		L.05. Gukoresha Ikinyarwanda uwiga agaragaza akamaro k'ubutabazi bw'ibanze no gukoresha impakanyu n'indango z'inshinga.	2	3	5
Total hours module 5			11	19	30
6	Français	L.01. Préciser des informations,	4	7	11

		L.O2. Décrire des personnes et des lieux et exprimer ses goûts	3	5	8
		L.O3. Indiquer l'itinéraire.	4	7	11
Total hours module 6			11	19	30
		L.O1. Kutumia ngeli za majina ya Kiswahili kimazungumzo na kimaandishi.	4	8	12
		L.O2. Kutunga insha.	3	7	10
		L.O3. Kutumia kimazungumzo na kimaandishi istilahi/rejesta zinazohusiana na kazi.	3	5	8
Total hours module 7			10	20	30
8	Applied Mathematics	LO1: Analyse algebraic functions	5	10	15
		LO2: Apply fundamentals of differentiation	5	15	20
		LO3: Apply exponential functions	5	10	15
		LO4: Apply logarithmic functions	3	7	10
Total hours module 8			18	42	60
9	Applied Physics	LO1: Describe laws of motion and their applications	1	3	4
		LO2: Apply static equilibrium and elasticity	3	5	8
		LO3: Analyse fluid mechanics	2	4	6
		LO4: Apply thermodynamics	3	6	9
		LO5: Examine effects of electric current flow in DC electric circuit	2	5	7
		LO6: Apply geometric instruments	2	4	6
Total hours module 9			13	27	40
10	Applied Chemistry	LO1: Explain organic compounds	3	7	10
		LO2: Discuss biochemical molecules	3	7	10
		LO3: Describe polymers	3	7	10
Total hours module 10					30
11		LO1: Prepare for maintenance works	4	6	10
		LO2: Maintain machine	6	14	20

	Machines Preventative Maintenance	LO3: Post preventive Maintenances activities	5	5	10
Total hours module 11			15	25	40
12	Forging Operations	LO1: Prepare the Workplace for Forging	5	5	10
		LO2: Carry out cold forging	6	14	20
		LO3: Carry out hot forging	6	14	20
		LO4: Perform forging finishing activities	3	7	10
Total hours module 12			20	40	60
13	Lathe Machine Operation	LO1: Prepare the workplace for lathe machine operation	5	5	10
		LO2: Carry out turning product	15	45	60
		LO3: Carry out finishing activities	4	6	10
Total hours module 13			24	56	80
14	Solid Works Design Production	LO1: Set-up SolidWorks space	8	2	10
		LO2: Create part	5	25	30
		LO3: Assemble part	5	20	25
		LO4: Produce drawing	3	12	15
Total hours module 14			21	59	80
15	Cost Estimation	LO1: Examine work	7	3	10
		LO2: Determine required resources	7	8	15
		LO3: Calculate cost estimation	4	11	15
Total hours module 15			18	22	40
16	Spot Welding	LO1: Prepare the work place for spot welding	7	3	10
		LO2: Weld the work piece	5	25	30
		LO3: Conduct finishing activities	3	7	10
Total hours module 16			15	35	50
17	SMAW on Aluminium, Stainless and Cast-iron	LO1: Prepare workplace for SMAW on Aluminium, Stainless and Cast-iron	8	7	15
		LO2: Weld workpiece	15	45	60
		LO3: Carry out finishing activities	7	8	15
Total hours module 17			30	60	90

18	Oxy-Acetylene gas welding on Aluminium, Stainless and Cast-iron	LO1: Prepare workplace for oxy-Acetylene gas welding on Aluminium, Stainless and Cast-iron	3	14	17
		LO2: Weld work pieces	9	36	45
		LO3: Finish work done	3	15	18
Total hours module 18			15	65	80
19	Assembling Manufactured product components/parts	LO1: Prepare workplace for assemble manufactured parts	7	5	12
		LO2: Perform assembling	10	40	50
		LO3: Carry out finishing	3	5	8
Total hours module 19			20	50	70
20	Mould pattern making	LO1: Prepare workplace for mould pattern making	3	4	7
		LO2: Make a pattern	5	14	19
		LO3: make a Moulding box	5	9	14
		LO4: Perform finishing activities	3	7	10
Total hours module 20			16	34	50
21	Integrate the workplace	LO.1 Investigate and secure industrial attachment place.	8	2	10
		LO.2 Deal with workplace challenges.	7	3	10
		LO.3 Get briefed on industrial attachment program.	8	2	10
		LO.4 Develop one's competencies on the workplace.	7	163	170
Total hours module 21			30	170	200 Hours
Total hours, all modules					1180Hours

3. TRAINING PACKAGE

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

3.1. Course structure

The course structure describes the learning outcomes for each learning unit. These learning outcomes are the essential skills and knowledge to be acquired. The contents to be covered for each learning outcome are prescriptive. The Learning activities contain a series of suggestions, usually with several options, that will guide the learner and the trainer.

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.

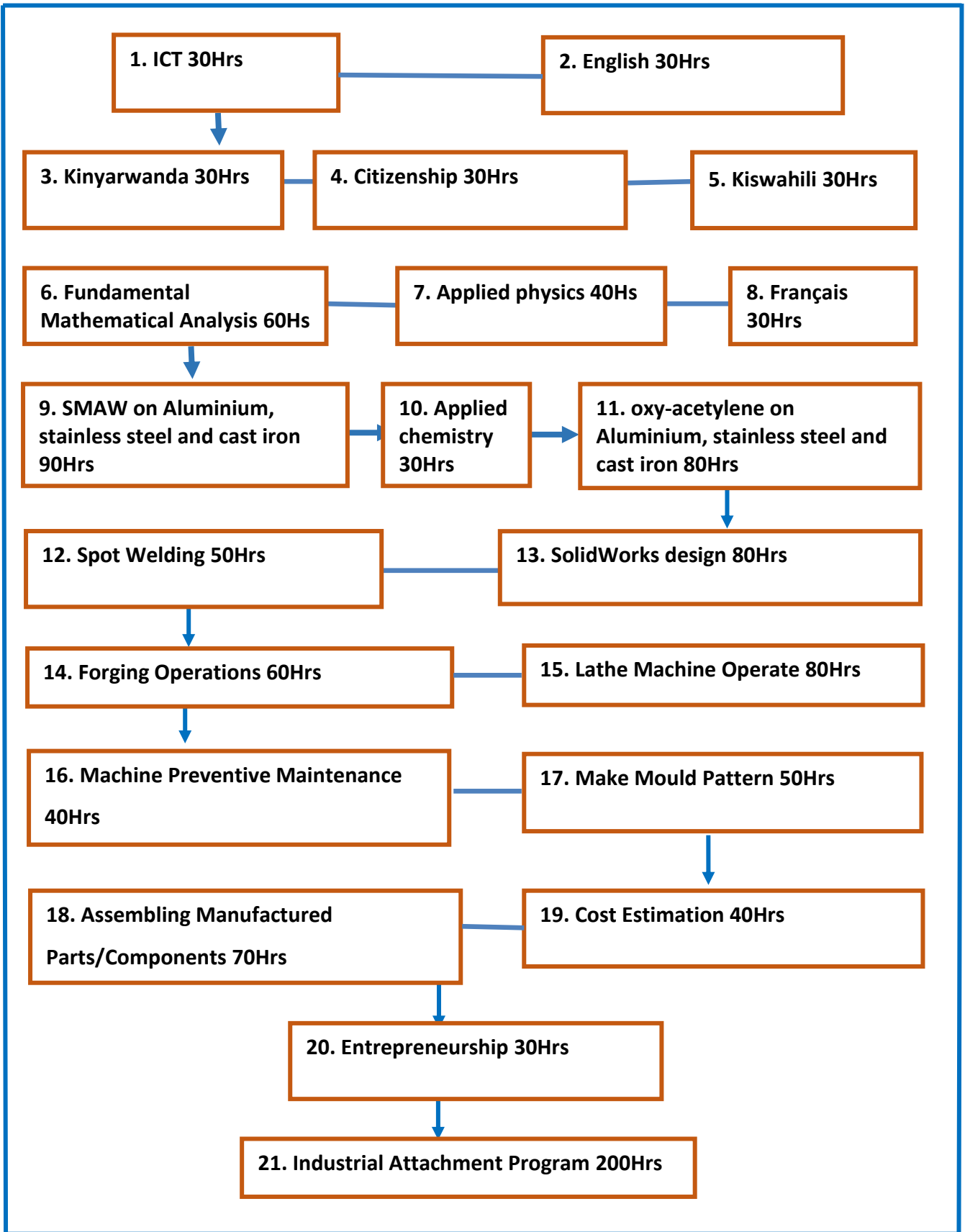


Figure 1: Flowchart

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.

4.2. Portfolio

A portfolio is a collection of learner work representing learner performance. It is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments, direct demonstration, indirect demonstration, products, documents), but also it is a record of the activities undertaken over time as part of learner learning. The portfolio is meant to show learner growth, development, and achievements in the education system. It also shows that you have met specific learning goals and requirements. A portfolio is not a project; it is an ongoing process for the formative assessment. The portfolio output (formative assessment) will be considered only as enough for complementary and general modules. Besides, it will serve as a verification tool for each candidate that he/she attended the whole training before he/she undergoes the summative assessment for specific modules

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

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

4.3. 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 assessment of 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.

4.4. 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 Trainer/Teacher has the role of developing another one referring to the task to be carried out in the integrated situation in accordance to 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.

5. GLOSSARY

Assessment: A process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.

Assessment criteria: Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.

Best practice: Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.

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.

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.

Competency-based assessment (or CBA): The gathering and judging of evidence in order to decide whether a person has achieved a standard of competency.

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.

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.

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 particular knowledge, skills or competencies; successful completion of an apprenticeship or traineeship.

Credit: The acknowledgement that a person has satisfied the requirements of a module.

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.

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.**

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.

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.

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.

Generic modules: Modules leading to the attainment of complementary competencies.

Informal education: The acquisition of knowledge and skills through experience, reading, social contact, etc.

Internship: An opportunity for a learner to integrate career related experience by participating in planned, supervised work.

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, analysing 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.

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.

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.

Learning activities: 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.

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.

Learning outcomes: Statements that indicate what learners will know or be able to do as a result of a learning activity. Learning outcomes are usually expressed as knowledge, skills, or attitudes.

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

Module: A unit of training which corresponds to one competency and which can be completed on its own or linked to others.

Occupation: The principal business of one's life.

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.

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.

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.

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.

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).

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

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.

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.

