Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

OCCUPATION AND LEARNING PROCESS

CCMOL302

Describe the Occupation and learning process

Competence

RQF Level: 3

Learning Hours 30

Credits: 3

Sector: All

Trade: All

Module Type: Complementary

Curriculum: All

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Purpose statement	This module is covered first in all qualifications. It allows the learner to get to know the other participants to the training program and to understand himself/herself as part of a team. Also, the trainee will develop a comprehensive and clear vision of the occupation and the training program. The module will allow the participant to avoid mistakes of career guidance and confirm or deny his/her choice from the start. The training and learning methods are presented to the learner. This approach encourages greater motivation and, subsequently, a better integration of various learning.

Delivery modality	**Training delivery**		**100%**	**Assessment**		**Total 100%**
	Theoretical content		30%	Formative assessment	30%	100%
	Practical work:		70%		70%	
	• Group project and presentation	20%				
	• Individual project /Work	50%				
				Summative Assessment		N.A

Elements of Competency and Performance Criteria

Elements ofcompetency	Performance criteria
1. **Participate in a team and respect the rules and regulations of training.**	1.1. Oneself is properly introducedaccording to His/Her identification
	1.2. Learners are appropriately integrated in a team.
	1.3 The rules and regulations are appropriately adhered in line with team rules and regulations
2. Describe the occupation and learning process	2.1 .The elements of occupation areproperly described in accordance with sector
	2.2. The occupation is adequately explained inaccordance with the trade
	2.3 The qualification to be learnt is adequately explained in line with Rwanda Qualification Framework
3. Respect the facilitation and apply learning methods	**3.1.** Learning methods are properly described according to the trade
	3.2. Assessment procedures are adequately described to the trade
	3.3. Learning strategies are adequately identified according to the trade

4.**Develop personal plans based on self-assessment practices**	4.1. The values, skills and interests are properly identified according to the personal characteristics
	4.1. The values, skills and interests are properly assessed according to the occupation
	4.2. Goals are correctly Set in line with values, skills and interest assessed
	4.3. The plans to attain goals are properly developed in line with values, skills and interest assessed
	4.4. One's learning style is properly assessed in line with personal characteristics

Course content

Learning outcomes	**At the end of the module the learner will be able to:** 1. Participate in a team and respect the rules and regulations of training. 2. Describe the occupation and learning process 3. Respect the facilitation and apply learning methods **4.** Develop personal plans based on self-assessment practices

Learning outcome 1: Participate in a team and respect the rules and regulations of training.	**Learning hours: 10**

- **Introduction of Oneself identification**

✓ Elements of a good Introduction.

- Names
- Academic background
- Audible voice
- Interests/hobbies
- Future interests
- Advocate for his/her abilities, skills
- Location

- ✓ Application of non-verbal communication cues
  - Body language
  - Eye contact
  - Gestures
  - Posture
  - Facial expressions
- ✓ Sharing expectations about the training
  - Hobbies/interests
  - Background and future interests
  - Advocate for his/her abilities, skills, interests
- **Integration of learners in a team.**
- **Adhere with the rules and regulations**

Equipment	Computer, projector, chalk board.
Materials	Flip chart, Chalk, Marker pen
Tools	Trainer manual
Facilitation techniques	Brainstorming, Group discussions and presentation
Formative assessment methods	Written assessment,Oral presentation

Learning outcome 2: Explain the occupation and learning process	Learning hours: 5
Indicative content	
• **Description of the elements of occupation** ✓ Definition of terms ✓ Rational of qualification ✓ Importance of the occupation in own sector ✓ Characteristics of the occupation ✓ Place of the occupation in the sector ✓ Working conditions in the occupation • **Description of the occupation in trade** ✓ Opportunities of the qualification ✓ The job positions within the trade • **Explanation of the qualification to be learned** ✓ Explanation of the content of the training programme (modules) - Duration - Flowchart ✓ Qualification pathways (entry, exit level & further learning) ✓ timetable	

Resources required for the indicative content	
Equipment	Chalkboard, Projector, Computer
Materials	Chalks, flipchart
Tools	Documentation tools related to the qualification
Facilitation techniques	Brainstorming, Group discussions
Formative assessment methods	Written evidence, Oral evidence

Learning outcome 3: Respect the facilitation and apply learning methods.	Learning hours: 5
Indicative content	
• **Description of learning methods** ✓ Overview of learning methods ✓ Student Role in the learning ✓ Experiential learning cycle	

- ✓ Assess One's learning style
- ✓ Types of learning style
  - By experience
  - By reading and listening
  - By try and error
  - By thinking/ Reflective reasoning
- ✓ Tools to assess learning style
- ✓ VARK

  Visual
  Auditory
  Reading and writing
  Kinesthetic

- ✓ **Description of the assessment procedures**
- ✓ Assessment procedures
- ✓ Timing
- ✓ Assessors/verifiers
- ✓ Assessment tools (portfolio & integrated situation)
- ✓ Definition of assessment
- ✓ Types of assessment process
- ✓ Diagnostic assessment
- ✓ Formative assessment
- ✓ Summative assessment
- ✓ Confirmative assessment
- ✓ Ipsative assessment
- ✓ Assessment procedures
- ✓ Show the steps of the assessment cycle
- ✓ Define and identify the learning outcomes
- ✓ Select appropriate assessment measures
- ✓ Analyse the results
- ✓ Adjust programs basing on the learning outcomes

- **Identification of learning strategies**

Resources required for the indicative content	
Equipment	Chalkboard, Projector, Computer
Materials	Chalks, flipchart
Tools	Documentation tools related to the qualification
Facilitation techniques	Brainstorming, Group discussions
Formative assessment methods	Written evidence, Oral evidence

Learning outcome4: Develop personal plans based on self-assessment practices	Learning hours: 10
Indicative content	

- **Proper identification of values, skills and interests**
  - ✓ Identify values, skills and interests
  - ✓ Relate values, skills and interests to the workplace
- **Proper assessment of values, skills and interests**

  - ✓ Skills & qualities assessment
  - ✓ Acceptance of diversity, self-esteem & confidence
- **Correct Setting of goals**

✓ Characteristics of goals
- Specific
- Measurable
- Achievable
- Realistic
- Time bounded

✓ Types of goals
- Short term
- Long term

- **Proper development of plans to attain goals**

✓ Process for setting and achieving goals:
- Identifying steps
- Resources

- **Proper development of plans to attain goals**
  - ✓ Develop Plans
  - ✓ Prepare Long Term Plans

- ✓ Prepare short term plans
- ✓ Develop strategies to achieve plans
  - Resources
  - Timing

Resources required for the indicative content	
Equipment	**Chalkboard**
Materials	**Marker,**
Tools	Individual assessment checklist, Reference books, chalks,training manuals, visual aids, trade curriculum
Facilitation techniques	Individualized , Group discussion
Formative assessment methods	Written assessment , Oral presentation

References:

1. WorkReadiness Training Programme – Trainer'sManual, AkaziKanoze – YouthLivelihoods Project.
2. WorkReadiness Training Programme – Participant'sManual, AkaziKanoze – YouthLivelihoods Project.
3. https://teaching.berkeley.edu/active-learning-strategies
4. https://www.business-in-a-box.com/business-plan