



Republic of Rwanda
Ministry of Education

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RTB | RWANDA
TVET BOARD

CURRICULUM

RQF LEVEL

3



CERTIFICATE TVET III
in
MUSIC AND PERFORMING ARTS

ARCMPA3003

Muhanga, January 2025

ARCMPA3003-CERTIFICATE III
MUSIC AND PERFORMING ARTS
RQF Level 3 CURRICULUM

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Copies available from:

Rwanda TVET Board (RTB)

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P.O. Box: 4940 Kigali, Rwanda

Original published version updated:

January, 2025

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List of Abbreviations

CV	Curriculum Vitae
DACUM	Developing a Curriculum
IAP	Industrial Attachment Program
IPRC	Integrated Polytechnics Regional College
MINEDUC	Ministry of Education
OHS	Occupational Health and Safety
PPE	Personal Protective Equipment
RQF	Rwandan Education Qualification Framework
RP	Rwanda Polytechnic
TVET	Technical and Vocational Education and Training
RSB	Rwanda Standard Board
GDP	Gross Domestic Product
GAP	Good agricultural practices
GPS	Global positioning system
ILO	International labour organization
OHS	Occupational health and safety
RTB	Rwanda TVET Board
NST1	National Strategic Transformation 1

Acknowledgments

Rwanda TVET Board (RTB) wishes to extend its gratitude to the following partners, stakeholders and institutions involved in development of this programme including private sector, government institutions and other professionals.

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FOREWORD

The global rapid changes in the labour market tend 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 vocational 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 vocational education and training from level one (1) to five (5); is among other RTB's responsibilities

The existing curricula were limited and narrowed 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.

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 Video editor, sound editor, graphic production artist and a camera operator. 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 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 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 activities and resources for learning are suggested.

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

1.1. Rationale of the qualification

Music and Performing Arts plays an important role in Rwanda's economy both in its contribution to the national economy and employment creation. As one of the key sectors of the economy, data from the past five years shows that it contributes to the national GDP.

The Government of Rwanda is promoting skills development and the creation of off-farm jobs. Rwanda seeks to accelerate the country's development through various strategies that encompasses Music and Performing Arts for communicating all development initiatives, hence requiring a skilled workforce and performers. TVET has an important role in availing the competent graduates in Music and Performing Arts production to leverage the opportunities available in various sectors requiring recreational and performing arts in multidisciplinary settings that utilize the 21st Century technologies to enable effective communication.

From the above backgrounds a Lyricist, Beat Maker, Acoustic Drummer, Background Singer, Music video producer, Gakondo Singer, Acoustic Bass Player, Keyboardist, Professional Ballroom Dancer, Fitness instructor (Aerobic dance, zumba..), Gakondo Dance Performer, Professional urban Dancer; they contribute to the overall national objectives such as MICE initiatives, skills development, self-employment and entrepreneurship, henceforth contribute to the national development and job creation in Music and Performing Arts industry

Previously, Music trade only covered Music scope but with the recent ministerial order, Performing Arts was integrated hence triggering the need to integrate dance and theatre as additional components to make this trade more comprehensive and commercial to satisfy the industry evolving needs for recreation and entertainment.

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.

QUALIFICATION DETAILS

1.2. Description

Title:	TVET Certificate 3 in Music and Performing Arts
Level:	RQF Level 3
Credits:	120
Sector:	Art and Craft
Sub-sector:	Music and Performing Arts
Issue date:	January, 2025

1.3. 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 Performing Arts enterprises where different Performing Arts activities are carried out. Learners may work with some autonomy or in a team but usually under a close supervision.

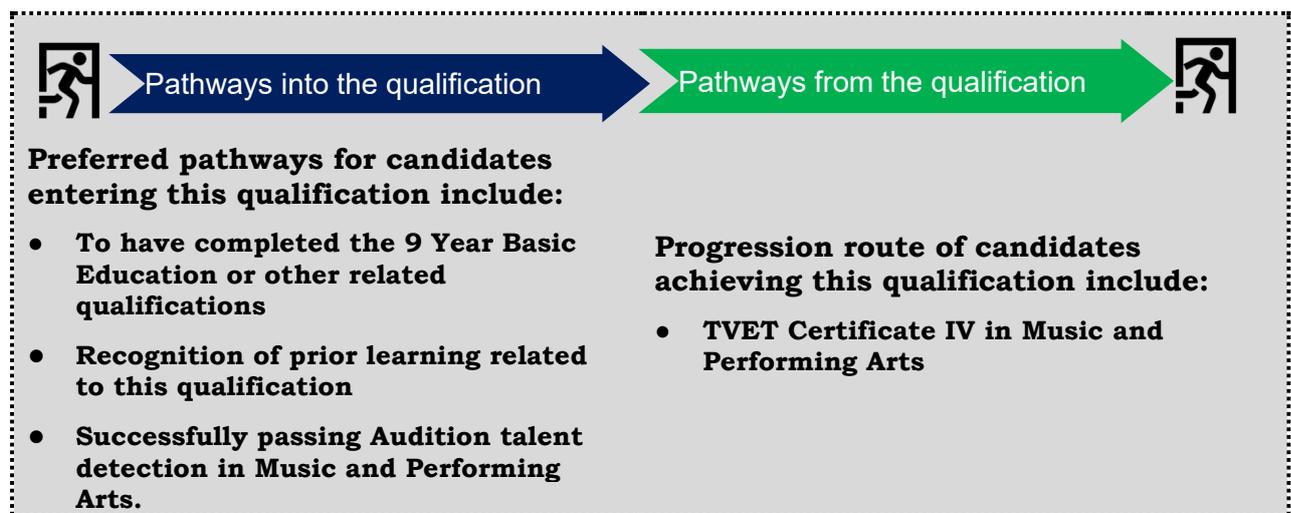
At the end of this qualification, qualified learners will be able to:

1. Describe the occupation and learning process
2. Maintain SHE at workplace
3. Communicate simply using English in familiar situations
4. Apply computer basics
5. Gukoresha Ikinyarwanda kiboneye
6. Comply with citizenship values
7. Pratiquer l'activité de communication en français dans le métier
8. Kutumia Kiswahili wastani
9. Apply Algebra and Trigonometry
10. Apply general physics
11. Apply fundamentals of music business
12. Apply music notation fundamentals
13. Interpret Basic Repertoire of Rwandan Traditional and Modern Traditional songs
14. Maintain music instruments
15. Integrate music traditions
16. Write song lyrics
17. Operate music stage lighting
18. Operate live sound

- 19. Integrate the workplace
- 20. Apply electric and acoustic guitar fundamentals and techniques
- 20. Apply piano and synthesiser fundamentals and techniques
- 20. Apply drums and percussion fundamentals and techniques
- 20. Apply foundations of singing
- 20. Apply bass guitar fundamentals and techniques
- 20. Apply basic principles of music production
- 20. Apply brass fundamentals and techniques
- 20. Apply Woodwinds fundamentals and techniques
- 20. Apply basic interpretive elements of Theatre and dance.

1.4. Minimum entry requirements and pathways

The minimum entry requirement to this course is to have completed a minimum of O level subjects and mentally fit with an interest in Music and Performing Arts related areas after successfully passing talent detection audition.



1.5. Job related information

This qualification prepares individuals to integrate the multimedia industry with the professionalization of Music and Performing Arts. This qualification again offers the opportunity to execute the works as Lyricist, Beat Maker, Acoustic Drummer, Background Singer, Music video producer, Gakondo Singer, Acoustic Bass Player, Keyboardist, Sound technician, Professional Ballroom Dancer, Fitness instructor (Aerobic dance, zumba..), Gakondo Dance Performer, Professional urban Dancer.



Possible jobs related to this qualification

- Lyricist
- Beat Maker
- Acoustic Drummer
- Background Singer
- Music video producer
- Gakondo Singer
- Acoustic Bass Player
- Keyboardist
- Sound technician
- Professional Ballroom Dancer,
- Fitness instructor (Aerobic, zumba)
- Traditional Dance Performer,
- Professional urban Dancer
- Theatre performer

1.6. Information about competencies

No	Code	Complementary competencies	Credit
1	CCMOL302	Describe the occupation and learning process	3
2	CCMHE302	Maintain SHE at workplace	3
3	CCMEN302	Communicate simply using English in familiar situations	3
4	CCMCL302	Apply computer basics	6
5	CCMKN302	Gukoresha Ikinyarwanda kiboneye	3
6	CCMCZ301	Comply with Citizenship values	3
7	CCMFT302	Pratiquer l'activité de communication en français dans le métier	3
8	CCMKK302	Kutumia Kiswahili wastani	3
Total			27

Co-Curricular activities	Credit
Sports/Clubs	1
Self-study/Library Research	1
Choir/ Assemble	1
Total	3

No	Code	Core competencies	Credit	
G E N E R A L	1	GENAM301	Apply Algebra and Trigonometry	6
	2	GENPY301	Apply general physics	5
	3	MPAMB302	Apply fundamentals of music business	6
S P E C I F I C	4	MPAMN302	Read and write music notation	6
	5	MPATSM302	Interpret Basic Repertoire of Rwandan Traditional and Modern Traditional songs	6
	6	MPAMI301	Maintain music instruments and repair	5
	7	MPAMT302	Integrate music traditions	6
	8	MPAWS302	Write song lyrics	6
	9	MPASL301	Operate music stage lighting	6
	10	MPALS301	Mix live audio and sound	6
	11	MPAIAP301	Integrate the work place	20
O P T I O N A L / E L E C T I V E S P E C I F I C	12	MPAAG301	Apply electric and acoustic guitar fundamentals and techniques	12
	12	MPAPS301	Apply piano and synthesiser fundamentals and techniques	12
	12	MPADP301	Apply drums and percussion fundamentals and techniques	12
	12	MPAFS301	Apply foundations of singing	12
	12	MPABG301	Apply bass guitar fundamentals and techniques	12
	12	MPAMP301	Apply basic principles of music production	12
	12	MPABF301	Apply brass fundamentals and techniques	12
	12	MPAWF301	Apply Woodwinds fundamentals and techniques	12
	12	MPATD301	Apply basic elements of Theatre and dance.	12
Total			90	

- Total competencies: 20
-
- General competencies: 3
- Core Specific competencies: 8
- Optional/Elective Specific: 1
- Complementary competencies: 8
- The total number of Credits: 120
-
- Co-Curricular activities: 3

1.7. Allocation of Learning Hours for specific and general modules linked to the occupations

No	Module name	Learning Outcome	Theoretical hours	Practical hours	Total hours
1	Electric and acoustic guitar fundamentals and techniques	1. Familiarize with the guitar	5	15	20
		2. Perform Basic playing techniques	15	50	65
		3. Apply basic music theory	15	20	25
Total hours			35	85	120
2	Bass guitar fundamentals and techniques	1. Familiarize with the bass guitar	5	15	20
		2. Perform basic playing techniques	15	50	65
		3. Apply basics of music theory	15	20	25
Total hours			35	85	120
3	Drums and	1. Apply Fundamental Skills in Drumming	5	25	30

	percussion fundamentals and techniques	2. Explore Percussion Instruments and Techniques	5	25	30
		3. Understand Rhythm and Musicality	5	25	30
		4. Perform in Solo and Ensemble Settings	5	25	30
Total hours			20	100	120
4	Foundations in singing	1. Care of hearth and safety of voice	5	25	30
		2. Develop vocal techniques	10	30	40
		3. Perform selected vocal pieces	10	30	40
		4. Evaluate own performance and get feedback	5	5	10
Total hours			30	90	120
5	Piano and synthesiser fundamentals and techniques	1. Identify Piano and Synthesizer features	5	25	30
		2. Apply basic playing techniques	5	25	30
		3. Interpret Musical Notation	5	25	30
4. Total hours			35	85	120
6	Brass fundamentals and techniques	1. Apply basic Instrument maintenance and care	1	4	5
		2. Produce fundamental sound	10	35	45
		3. Demonstrate basic hand position and fingerings	10	30	40
		4. Apply articulation techniques and artistry	10	20	30
Total hours			31	89	120

7	Woodwinds fundamentals and techniques	1. Apply basic Instrument maintenance and care	1	4	5
		2. Produce fundamental sound	10	35	45
		3. Demonstrate basic hand position and fingerings	10	30	40
		4. Apply articulation techniques and artistry	10	20	30
Total hours			31	89	120
8	Fundamentals of music business	1. Describe the key characteristics of business creation	3	7	10
		2. Develop a Professional Portfolio and Career Branding	3	7	10
		3. Manage copyright and royalties	7	13	20
		4. Develop Music Technology Proficiency	3	7	10
		5. perform event management	3	7	10
			19	41	60
9	Music notation	1. Perform sight reading	10	20	30
		2. Write basic music notation	10	20	30
			20	40	60
10	Basics of Theater and Dance	1. Develop Spatial Awareness and Physicality	10	30	40
		2. Develop Rhythmic Awareness and Timing	10	30	40
		3. Practice Expressive Range and Emotional Authenticity	10	30	40

			30	90	120
11	Basic repertoire rwandan traditional and modern traditional songs	1. Determine traditional Artists	2	8	10
		2. Execute songs	2	8	10
		3. Build repertoire	2	8	10
		4. Interpret song	5	15	20
		5. Perform traditional dance	2	8	10
			13	47	60
12	music production fundamentals	1. Install audio recording home studio	5	15	20
		2. Make beat and music instrumental	10	55	65
		3. Mixdown the created beat	10	25	35
Total hours			25	95	120
13	music instrument maintenance and cable repair	1. Diagnose instrument defects	3	2	5
		2. Prepare tools and materials	4	6	10
		3. Solder cables	3	7	10
		4. Perform parts replacement	5	10	15
		5. Store music instruments	5	5	10
Total hours			20	30	50
14	Music traditions	1. Explore and apply music traditions	5	15	20

		2. Build and Identify Repertoire	5	15	20
		3. Interpret Songs	5	15	20
Total hours			15	45	60
15	Stage lighting control	1. Prepare for stage lighting installation	5	5	10
		2. Apply Rigging and focusing	5	10	15
		3. Operate stage lighting consoles	10	25	35
Total hours			20	40	60
16	Live audio and sound operation	1. Prepare for live audio mixing	2	8	10
		2. Undertake pre-show operations	2	8	10
		3. Mix audio sources for live shows	5	15	20
		4. Complete post-show operations	6	14	20
Total hours			15	45	60
17	Writing song lyrics	1. Draft a scheme of work	3	2	5
		2. Setting an effective working environment	2	3	5
		3. Find/create a good topic and a title	3	7	10
		4. Apply structural principles and techniques	5	10	15
		5. Apply poetry types and tips	5	10	15
		6. Edit and properly deliver the product	3	7	10
Total hours			20	40	60

4. TRAINING PACKAGE

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

4.1. 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.

4.2. 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.

1.Occupation and Learning Process 30 Hrs

2.Safety Health and Environment at workplace 30 Hrs

3.Apply Computer basics 60Hrs

4.Pre-Intermediate English at workplace 30Hrs

5. Apply Algebra and Trigonometry 60 Hrs

6. Apply general physics 50Hrs

7.Ikinyarwanda kiboneye 30

8.Effective communication at workplace 30Hrs

9.Pratiquer l'activité de communication 30 Hrs

10.Citizenship 30 Hrs

11. Apply Mathematics 60hrs

12.Applied physics 50hrs

13.Music traditions 60hrs

14.Fundamental of music business 60hrs

15. Music notation 60hours

18. Basic repertoire of Rwandan traditional and modern traditional music 60hrs

16. Electric and acoustic fundamentals and techniques 120hrs
16. Bass guitar fundamentals and techniques 120hrs
16. foundations of singing 120hrs
16. Drums and percussion fundamentals and techniques 120hrs
16. Piano and Synthesizer fundamentals and techniques 120hrs
16.Brass fundamentals and techniques
16. woodwinds fundamentals and techniques 120hrs
16. basic principles of music production 120hrs
16. Apply basic interpretive elements of Theatre and dance. 120hrs

17. Music instrument maintenance and repair 50hrs

19. writing song lyrics 60hours

20. Music stage lighting operation 60hrs

21. Industrial Attachment Program 200Hrs

22.Mix live audio and sound 60hrs

Figure 2: Flowchart



5. ASSESSMENT GUIDELINES

5.1. 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 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:

1. 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.
2. Learning hours assigned to specific module includes the duration assigned to integrated assessment

GLOSSARY

1. **Assessment:** A process of gathering and judging evidence in order 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 in order 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 particular 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 guides: 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,

- 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.
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. 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.
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 as a result 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 labour 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.
36. Elective competencies : competencies that can be seen as a way to develop specific competencies, which are skills or abilities directly connected to the tasks required in a workplace context. These competencies focus on concrete, practical, and specialized aspects of a profession. By selecting elective modules, students gain targeted expertise that prepares them to handle specific roles or challenges in their chosen field.



Employable Skills for Sustainable Job Creation

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