Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CURRICULUM STRUCTURE



RQF LEVEL 5

TVET CERTIFICATE V
in
FINE AND PLASTIC ARTS

ACPFA5001

Kigali, June,2024

ACPFA5001-TVET CERTIFICATE V

Fine and Plastic Art

RQF Level 5 CURRICULUM

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List of Abbreviations

DACUM:	Development of A Curriculum
2D:	Two dimensions
VFX:	Visual effect
AR:	augmented reality
AI:	Artificial Intelligence
CAD:	Computer Aided Design
3D	Three Dimension
EDPRS	Economic Development and Poverty Reduction Strategy
VR:	virtual reality
GoR	Government of Rwanda
ICT	Information and Communication Technology
IPRC	Integrated polytechnic Regional center
MINICOM	Ministry of Trade and Industry
MINECOFIN	Ministry of Finance
MIFOTRA	Ministry of Public Service and Labour
PSF	Private Sector Federation
REQF	Rwanda Education Qualification Framework
RP	Rwanda Polytechnic
RTQF	Rwanda TVET Qualification Framework
SDG	Sustainable Development Goals
WB	World Bank
RTB	Rwanda Technical Vocational Education and Training Board
NST1	National Strategic Transformation 1

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FOREWORD

The global rapid changes in the labour market tends do 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 responsabilities

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.

The TVET modernization process has begun with a clear picture of the programs focusing on sector with the high employment potential like Fine and Plastic Art among others. In this respect, Rwanda TVET Board,is honoured to avail the revised curriculum of Fine and Plastic Art 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.

Eng._ Dip. 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 ceramic artist, artist sculptor, mural painter, photographer, videographer, script writer, 2d animator, digital illustrator. 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 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

According to the latest available data from August 2023, the fine and plastic arts sector contributes a relatively small but significant portion to Rwanda's overall GDP.In 2022, the contribution of the fine and plastic arts industry to Rwanda's GDP was estimated to be around 1.2%. This includes revenue generated from activities such as:Art galleries and exhibitions, Sales of paintings, sculptures, and other fine art pieces,Art education and training programs, Commissions for public art installations. While the fine and plastic arts sector may not be one of the largest contributors to Rwanda's GDP compared to industries like agriculture, manufacturing, or services, the government has recognized its potential for growth and economic diversification.

Rwanda has been actively investing in developing its creative industries, including establishing art schools, supporting local artists, and promoting Rwanda as a destination for art and cultural tourism. These efforts aim to further increase the sector's contribution to the country's overall economic output in the coming years.

Additionally, the fine and plastic arts have indirect economic impacts, as they can attract visitors, stimulate related industries (e.g., hospitality, transportation), and enhance Rwanda's international reputation and soft power.

Overall, while the fine and plastic arts may not be a dominant force in Rwanda's GDP currently, the government's focus on nurturing this sector suggests its growing importance and potential for the country's economic development in the future

Effective art teaching contributes to the development of a child's ability to work both independently and collaboratively, express themselves freely, focus on a task, learn from constructive feedback and be objective about their work. The children show an openness to new influences and concepts

The Plastic Arts Program is built on the triadic bond between technical training, critical thinking and historical perspective, where students are encouraged to develop their artistic practice as part of intellectual and critical enquiry

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Certificate Level V In Fine and Plastic Arts
Level:	RQF Level 5
Credits:	118
Sector:	Arts and crafts
Sub-sector:	Fine and Plastic arts
Issue date:	June , 2024

2.3 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 Art studios and workshops, Art galleries and museums, Commercial design firms , Educational institutions, Public art projects, Plastic artists may work in collaboration with other professionals, such as engineers, architects, or scientists, to explore the creative and functional applications of plastic in various fields ,Plastic artist can also start his /her own business and outsource their services to the private companies dealing with plastic and fine art. 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. Use upper-intermediate English at workplace
2. Echanger les idées en Français élémentaire
3. Gukoresha ikinyarwanda cy' intyoza
4. Apply ICT at Workplace
5. Organise a Business
6. Develop attitudes of living together in harmony
7. Kutumia Kiswahili katika mawasiliano ya kazini
8. Apply Proffessional and multiclutural ethics at workplace
9. Apply logarithms, exponential equations and probability
10. Demonstrate basics of Analytical Chemistry
11. Perform 2D animation
12. Perform Digital illustration

13. Describe artistic movement in modern, contemporary and african art
14. Apply artistic anatomy
15. Make ceramic art work
16. Carve Sculpture
17. Mural painiting
18. Skech scene
19. Produce video and photo
20. Apply Computer Aided Design
21. Create Script
22. Integrate the work place

2.4 Minimum entry requirements and pathways

The minimum entry requirement to this course is to be physically and mentally fit with an interest in fine and plastic art and related areas.



Pathways into the qualification

Preferred pathways for candidates entering this qualification include:

- To have completed the 9 Year Basic Education
- Recognition of prior learning related to this qualification

Pathways from the qualification



Progression route of candidates achieving this qualification include:

- TVET Certificate VI in Fine and Plastic Art
- A range of other related TVET Certificate VI qualifications.

2.5 Job related information

This qualification prepares individuals to integrate the Art and crafts industry with the professionalization Fine and Plastic arts . This qualification again offers the opportunity to execute the works as Plastic Artist while ensuring that safety, security and environmental regulations are respected.

Possible jobs related to this qualification

- Ceramic artist
- Artist sculptor
- Mural painter
- Photographer
- Videographer
- Script writer 2D animator
- Digital illustrator

2.6 Information about competencies

No	Code	Complementary competencies	Credit
1	CCMBO502	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 Proffessional and multiclutural ethics at workplace	3
8	CCMCZ502	Develop attitudes of living together in harmony	3
Total			24

	No	Code	Core competencies	Credit
GENERAL	1.	**GENEP502**	Apply Logarithms, Exponential Equations and Probability	6
	2.	**GENAC502**	Demonstrate basics of Analytical Chemistry	3
	3.	**FPAHA501**	Describe artistic movement in modern, contemporary and African art	4
	4.	**FPAAA501**	Apply artistic anatomy	4
	5.	**FPASC501**	Create Script	3
SPECIFIC	6.	**FPASA501**	Carve Sculpture art work	8
	7.	**FPASS501**	Sketch scene	5
	8.	**FPAPV501**	Produce video and photo	7
	9.	**FPACD501**	Apply Computer Aided Design	4
	10.	**FPA2A501**	Perform 2D animation	7
	11.	**FPA DI501**	Perform Digital illustration	6
	12.	**FPAMP501**	Perform mural painting	8
	13.	**FPACA 501**	Make ceramic art work	9
	14.	**FPAIP 502**	Integrate the work place	20
	Total			**94**

- **Number of competencies: 22**
- **Core competencies :14**
- **Complementary competencies: 8**
- **The total number of Credits: 118**

2.8 Allocation of Learning Hours

N0	Module name	Learning unit	Theoretical hours	Practical hours	Total hours
1	**Entrepreneurship**	LO1.Perform business opening activities	6	4	10
		LO2.Create a productive working environment	2	3	5
		LO3.Perform business operations	2	3	5
		LO4.Respond to customer needs	2	3	5
		LO5. Monitor and evaluate the business	3	2	5
Total hours			15	15	30
2	**Information and Communication Technology**	LO1.Prepare document Layout	4	6	10
		LO2.Apply basic computer operations	1	9	10
		LO3.Manage data in MS Excel	3	7	10
Total hours			8	22	30
3	**IKINYARWANDA**	LO1.Gukoresha Ikinyarwanda uwiga agaragaza akamaro k'imyuga n'ubumenyi ngiro binyuze mu nkuru shusho n'ikinamico	2	3	5
		LO2.Gukoresha Ikinyarwanda k'intyoza uwiga agaragaza uburyo bunyuranye bwo gukemura amakimbirane no kwandika agaragaza ubutinde bw'imigemo n'imiterere y'amasaku	3	2	5
		LO3.Gukoresha Ikinyarwanda k'intyoza uwiga agaragaza uburyo bunyuranye bwo gutunganya ubutaka , kugaragaza imimaro y'amagambo mu nteruro y'inyabumwe, kwandika yubahiriza amategeko agenga imyandikire y'amagambo afatana n'adafatana no k ubahiriza amategeko agenga imyandikire y'ibihekane byihariye	5	5	10
		LO4.Gukoresha Ikinyarwanda k'intyoza uwiga akangurira abandi akamaro k'isuku n'isukura binyujijwe mu ihangamwandiko	5	5	10
Total hours			8	22	30

4	**CITIZENSHIP**	LO1.Fight against genocide denial and genocide ideology	8	2	10
		LO2.Promote unity in diversity, tolerance and respect in the society	6	0	6
		LO3.Describe democracy and good governance	4	3	7
		LO4.Examine fair operating practices and financial scams	3	4	7
Total hours			21	9	30
5	**Professional Ethics**	LO1.Analyse social diversity at workplace	5	0	5
		LO2.Communicate in multi-cultural settings	5	3	8
		LO3. Lead a team	6	1	7
		LO4.Demonstrate professionalism and ethical behaviours	5	5	10
Total hours			21	9	30
6	**KISWAHILI**	LO1.Kutumia maneno mbalimbali kwa kueleza shughuli za kila siku	5	5	10
		LO2.Kusimulia matukio ya kikazi kwa kutumia usemi wa asili na usemi wa taarifa	5	5	10
		LO3.Kutunga hati za mawasiliano mbalimbali za kikazi	5	5	10
Total hours			15	15	30
7	**Français**	LO1. Décrire son quotidien	5	5	10
		LO2. Faire les courses	5	5	10
		LO3. Raconter un événement et un voyage	5	5	10
Total hours			15	15	30
8	**English**	LO1. Talk about daily routine activities	4	4	8
		LO2. Describe objects, place and people	3	4	7
		LO3.Form new words used at the workplace	4	3	7
		LO4.Write essays for professional purpose	4	4	8

Total hours			15	15	30
9	**Applied Mathematics**	LO1. Solve exponential and logarithmic equations	9	11	20
		LO2. Apply exponential and logarithmic expression	10	10	20
		LO3. Apply fundamentals of probabilities	10	10	20
Total hours			29	31	60
10	**Applied chemistry**	LO 1.Differentiate qualitative and quantitative chemical analysis	7	3	10
		LO2.Discuss solubility	5	5	10
		LO3.Describe the electrochemical cell reaction	2	8	10
Total hours			29	31	60
11	**2D Animation**	LO1:Create storyboard	2	8	10
		LO2:Design character	2	8	10
		LO3:Design props	5	10	15
		LO4:Design background	5	10	15
		LO5:Perform Animation	5	15	20
Total hours			19	51	70
12	**Digital Illustration**	LO1:Generate illustration concept	3	7	10
		LO2:Draw Illustration	6	14	20
		LO3:Apply digital colouring	6	14	20
		LO4:Edit illustration	3	7	10
Total hours:60			15	35	60
13	**Script creation**	LO1:Create a story	3	2	5
		LO2:Develop script	2	8	10
		LO3:Write script	5	10	15

Total hours:30			10	20	30
14	**Photo and video production**	LO1:Plan photo and video	2	3	5
		LO2:Perform lighting	3	7	10
		LO3:Set camera	2	3	5
		LO4:Shoot photo and video	6	14	20
		LO5:Perform photo editing	5	10	15
		LO6:Perform video editing	5	10	15
Total hours:30			**23**	**47**	**70**
15	**Ceramic artwork**	LO1:Create ceramic statuette	5	15	20
		LO2:Create ceramic mould	3	7	10
		LO3:Make monument	10	30	40
		LO4:Perform ceramic firing	5	15	20
Total hours:30			**23**	**67**	**90**
16	**Sculpture artwork**	LO1:Prepare work place	3	7	10
		LO2:Draw sculpture composition	3	7	10
		LO3:Carve sculpture artwork	10	50	60
17	**Mural painting**	LO1:Conceptualise project/mural	5	10	15
		LO2:Prepare surface	5	10	15
		LO3:Execute mural painting	10	40	50
Total hours:30			**25**	**57**	**80**
18	**Artistic anatomy**	LO1:Apply proportions	2	8	10
		LO2:Draw skeleton	3	12	15
		LO3:Draw muscles	3	12	15
Total hours:30			**8**	**32**	**40**

19	**Scene sketching**	LO1:Prepare work	2	3	5
		LO2:Sketch	5	25	30
		LO3:Finish sketch	5	10	15
Total hours:30			**8**	**32**	**40**
20	**Computer Aided Design**	LO1:Perform ArchiCAD drawing	5	15	20
		LO2:Perform AutoCAD drawing	2	8	10
		LO3:Perform Chief Architect Drawing	2	3	5
		LO4:Perform sketch up drawing	2	3	5
Total hours:30			**11**	**29**	**40**
21	**History of art**	LO1:Describe neo classicism and romanticism	3	2	5
		LO2:Describe modern art	5	10	15
		LO3:Describe contemporary art	3	7	10
		LO4:Describe African art	3	7	10
22	**Integrate the Workplace**	**LO1:** Demonstrate supervisory skills	10	35	45
		LO2: Enhance creativity and innovation during IAP program	10	100	110
		LO3: Promote and implement professional skills transfer	10	35	45
Total hours:30			**30**	**170**	**200**
Total hours of Complementary and Core Modules					**1180**

3. TRAINING PACKAGE

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

a. 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.

b. 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.

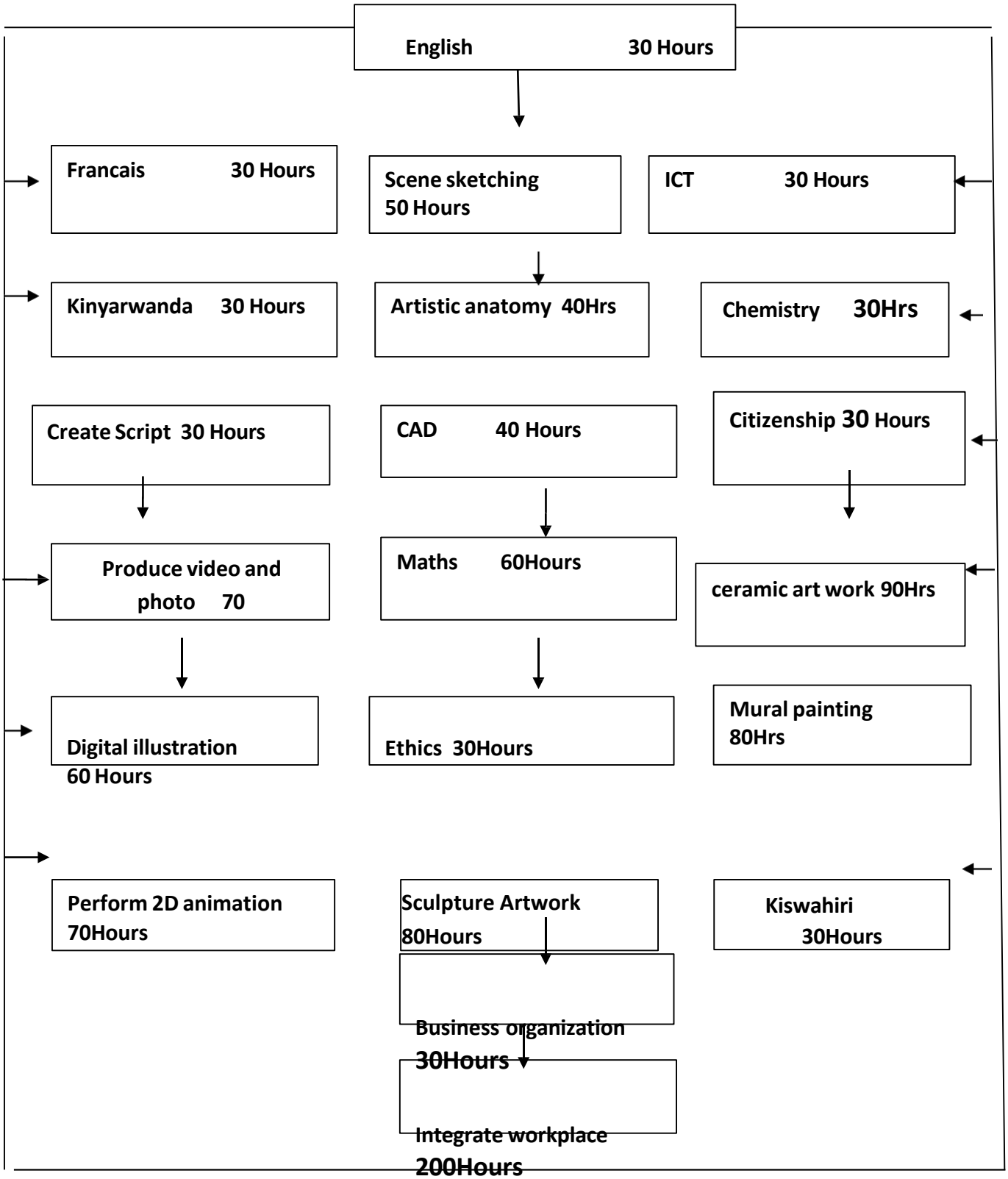


Figure 1: *Flowchart*

4. ASSESSMENT GUIDELINES

a. 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

<table>
<tr><th colspan="2">Training delivery</th><th>100%</th><th colspan="2">Assessment</th><th>Total 100%</th></tr>
<tr><td colspan="2">Theoretical content</td><td>30%</td><td rowspan="4">Formative assessment</td><td>30%</td><td rowspan="4">50%</td></tr>
<tr><td colspan="2">Practical work:</td><td rowspan="3">70%</td><td rowspan="3">70%</td></tr>
<tr><td>Group project and presentation</td><td>20%</td></tr>
<tr><td>Individual project /Work</td><td>50%</td></tr>
<tr><td colspan="2"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
</table>

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

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, 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.

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.

Employable Skills for Sustainable Job Creation

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