Republic of Rwanda
Ministry of Education

RTB | RWANDA TVET BOARD

CURRICULUM STRUCTURE



RQF LEVEL 3

TVET CERTIFICATE III
in
FOOD AND BEVERAGE OPERATIONS

HOTFBO3001

Kigali, January 2022


RTB
RWANDA
TVET BOARD


European
Commission

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List of Abbreviations

DACUM	Develop a Curriculum
F&B	Food and Beverage
SHE	Safety Health and Environment
HACCP	Hazard Analysis and Critical Control Point
CDU	Curriculum Development Unit
CM	Complementary Modules
IAP	Industrial Attachment Program
MINEDUC	Ministry of Education
OHS	Occupational Health and Safety
PPE	Personal Protective Equipment
REQF	Rwandan Education Qualification Framework
RQF	Rwanda Qualification Framework
RP	Rwanda polytechnic
SOP	Standard Operating Procedures
PC	Performance Criteria
TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
WHS	Work Health & Safety
HOTFBO	Hospitality and Tourism sector of Food and Beverage Operations sub-sector

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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 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, 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 the high employment potential in Hospitality and Tourism sector among others. In this respect, Rwanda TVET Board, in collaboration with European Union, is honoured to avail the revised curriculum of Food and Beverage operations, hence this curriculum 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. Paul UMUKUNZI

Director General, Rwanda TVET Board

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies to perform the occupation of a Commis Chef, Waiter/Waitress. 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.

2. Rationale of the Qualification

Tourism and Hospitality has been identified as a priority sector to achieve Rwanda's development goals as set out in Vision 2020. With the application of previous tourism and hospitality policies, the country has been able to make significant progress in developing and managing its tourism sector in recent years. In 2008, the number of foreign visitors to Rwanda reached just under one million from about 826,000 in 2007, an increase of 30 per cent. Estimates indicate that tourism and hospitality revenues significantly increased between 2007 and 2008, from $138 million to $209 million. However, this notable and very fast pace of development of the sector has necessitated a review of the existing tourism policy as well as the creation of an aligned sustainable tourism master plan. Together these documents aim to bring order to the industry with new legislations and improved coordination, as well as to stimulate investment and increase private sector involvement.

QUALIFICATION DETAILS

2.1. Description

Title:	**TVET Certificate III in Food and Beverage Operations**
Level:	**RQF Level 3**
Credits:	**120**
Sector:	**Hospitality and Tourism**
Sub-sector:	**Food and Beverage Operations**
Issue date:	**January, 2022**

2.2 Graduate profile

This qualification provides the skills, knowledge and attitudes for a learner to be competent in a range of routine service tasks and activities that require the application of a limited range of basic practical skills in a defined context. Work would be undertaken in various hospitality enterprises where food and beverages are prepared and served, simple bakery, stocks and soups, sauces vegetables, starch dishes, salads, fruits, meat, poulty, egg dishes, performing restaurant opening duties, serving food and Beverages and performing F&B closing Duties. Learners may work with some autonomy or in a team but usually under minimum 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. **Apply Arithmetic and Descriptive**
4. **Apply computer literacy**
5. **Demonstrate basic knowledge of general biology**
6. **Demonstrate basics of Chemistry**
7. **Communicate simply using English in familiar situations**
8. **Apply English for Food and beverage**
9. **Gukoresha ikinyarwanda kiboneye**
10. **Citizenship**
11. **Communiquer en Français professionnel élémentaire lié a l'Hôtellerie**
12. **Create a business**
13. **Introduce Hospitality and Tourism industry**
14. **Apply customer relations**
15. **Co-curricular activities (Sport, Religion, Library research, Self-studies)**
16. **Maintain food and beverage hygiene and safety**
17. **Perform kitchen Mise en place**
18. **Maintain food nutrients in cooking**

21. Perform restaurant opening duties

22. **Serve food and beverage**

23. **Perform food and beverage closing duties**
24. **Prepare simple bakery products**
25. **Prepare stocks, sauces, and soups**
26. **Prepare vegetables and starch dishes**
27. **Prepare salads and fruits**
28. **Prepare meat, poultry and egg dishes**
29. **Integrate the workplace**

2.3 Minimum entry requirements

The minimum entry requirement to this course is to be mentally fit with an interest in Food and Beverage operations and related areas.



Pathways into the qualification

Pathways from the qualification



Preferred pathways for candidates entering this qualification include:

- **To have completed 9 Years Basic Education with Outstanding performance in National examination of Ordinary Level in the following subjects: Biology, Chemistry, Mathematics and physics which are considered as key prerequisites.**
- **A range of other related qualifications equivalent to 9 Years Basic Education with Outstanding performance in the following subjects: Biology and Chemistry which are considered as key prerequisites.**

Progression route of candidates achieving this qualification include:

- **TVET Certificate IV in Food and Beverage Operations**
- **A range of other related TVET Certificate IV qualifications.**

2.4 Job related information

This qualification prepares individuals to integrate the Hospitality industry with the professionalization of commis chef, waiter /waitress, this qualification again offers the opportunity to execute the works as a commis chef, waiter /waitress, while ensuring that safety, security and environmental regulations are respected.

Possible jobs related to this qualification

- **Waiter/Waitress**
- **Hostess**
- **Commis chef**

2.5 Employability and life skills

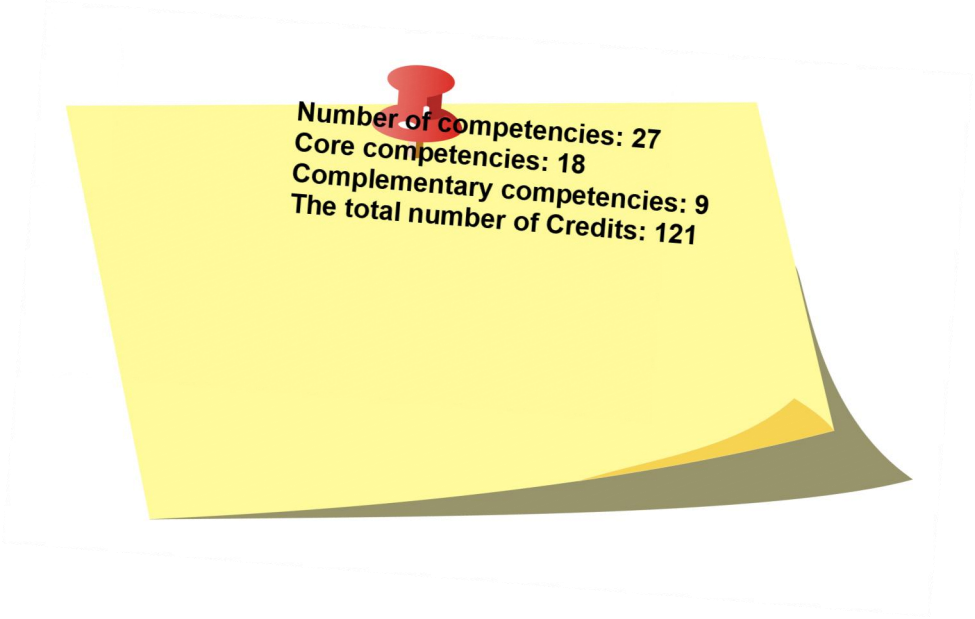
This Qualification will also provide opportunity to learn industry needed soft skills known as employability and life skills which is the key towards the success of any industry. This includes communication skills, Computer literacy, negotiation skills, organization skills, personal and interpersonal skills and managerial skills. Individuals with this qualification will easily integrate themselves in the workplace environment.

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	CCMCL302	Apply computer literacy	3
4	CCMEN302	Communicate simply using English in familiar situations	3
5	CCMKN302	Gukoresha ikinyarwanda kiboneye	3
6	CCMKK302	Kutumia Kiswahili wastani	3
7	CCMCB302	Create a business	3
8.	CCMCI301	Citizenship	3
9	FBOFP302	Communiquer en Français professionnel élémentaire lié a l'Hôtellerie	3
		Total	**27**

	No	Code	Core competencies	Credit
GENERAL	1	FBOEF301	Apply English for Food and Beverage Operations	3
	2	GENAD301	Apply Arithmetic and Descriptive	6
	3	GENAB301	Demonstrate basic knowledge of general biology	3
	4	GENAC302	Demonstrate basics of Chemistry	3
	5	FBSCC302	Apply customer care Relations	3
	6	FBOHT301	Introduce Hospitality and Tourism industry	3
	7	FBOHS301	Maintain food and beverage hygiene and safety	4
	8	FBOMS301	Perform kitchen Mise en place	4

9	FBOFN301	Maintain food nutrients in cooking	4
10	FBORO301	Perform restaurant opening duties	4
11	FBOFB301	Serve food and beverage	4
12	FBOCD301	Perform kitchen and restaurant closing duties	3
13	FBOSB301	Prepare simple bakery products	5
14	FBOSS301	Prepare stocks, sauces, and soups	5
15	FBOVS301	Prepare vegetables and starch dishes	5
16	FBOSF301	Prepare salads and fruits	5
17	FBOMP301	Prepare meat, poultry and egg dishes	5
18	FBOIW301	Integrate the workplace	20
Total			94



N0	Module name	Learning outcomes	Theoretical hours	Practical hours	Total hours
1	Occupation and Learning Process	LO1: Participate in a team and respect the rules and regulations of training.	3	7	10
		LO 2: Explain the occupation and learning process	1	4	5
		LO3: Respect the facilitation and apply learning methods.	1	4	5
		LO4: Develop personal plans based on self assessment practices	3	7	10
Total hours			8	22	30
2	Safety, Health and Environment at Workplace	LO1: Maintain personal hygiene, health and safety	7	8	15
		LO2: Sustain a safe and healthy environment at workplace	3	4	7
		LO3: Ensure environmental sustainability	4	4	8
Total hours			14	16	30
3	Entrepreneurship	LO1: Describe basic aspects of Entrepreneurship	5	5	10
		LO2: Assess Business Environment	2	3	5
		LO3: : Generate Business Idea	7	8	15
Total hours			14	16	30
		LO1: Describe Rwanda colonization period	6	2	8

4	Citizenship	LO2: : Describe the Independent Rwanda	7	3	10
		LO3: E Patriotism and Heroism in Rwanda	5	1	6
		LO4: Examine leadership and management	5	1	6
Total hours			23	7	30
5	English	LO 1: Narrate about familiar events and activities	1	6	7
		LO2: Write short compositions on familiar topics	2	6	8
		LO3: Read and interpreting messages from simple texts and social letter	1	6	7
		LO4: React to common trade-related oral English.	2	6	8
Total hours			6	24	30
6	Information and Communicatio n Technology	LO1: Apply computer basics	3	8	10
		LO2: Use a current Word processing package	1	4	5
		LO3: Use current spreadsheet package	1	4	5
		LO4: Use current power point presentations	1	4	5
		LO5: Use Internet/Intranet (outlook)	1	4	5
Total hours			7	23	30
		LO1: Gukoresha ubuvanganzo gakondo ashyikirana	1	5	6

7	Ikinyarwanda	n’abandi			
		LO 2: Gukoresha Ikinyarwanda kiboneye agaragaza itandukaniro ry’amazina bwite n’amazina rusange n’imiterere y’isanisha ryo mu bisekuru.	1	5	6
		LO3 :Kugaragaza amategeko y’igenamajwi mu izina mbonera.	1	5	6
		LO 4: Kugaragaza intêgo ya ntera n'amategeko y'igenamajwi.	1	5	6
		LO5: Gukoresha imyandikire ikwiye y’Ikinyarwanda.	1	5	6
Total hours			5	25	30
8	Kiswahili Wastani	LO1: Kutumia msamiati wa Kiswahili katika maandishi na mazungumzo kimsingi	2	8	10
		LO2: Kutumia aina za maneno ya lugha ya Kiswahili kimazungumzo na kimaandishi.	2	8	10
		LO3: : Kutumia nyakati za Kiswahili kimaandishi na kimazungumzo.	2	8	10
Total hours			6	24	30
9	Français Professionnel Elementaire Pour Hotellerie	L01 :Se présenter	3	7	10
		LO2:Accueillir un client dans un établissement touristique	7	7	10

		LO3:Renseigner un client	4	11	15
		LO4 :apprentissage 4: Interagir en cuisine, au bar et au restaurant	4	11	15
Total hours			18	32	50
10	Applied Biology	LO1: : Describe cell and tissue structure and function	6	4	10
		LO2: Distinguish the various structural features of animal diversity	6	4	10
		LO3: Differentiate the various structural and functional features of plant diversity	9	1	10
Total hours			21	9	30
11	Applied English for Food and Beverage Operations	LO1 :Use the vocabulary related to kitchen and service	3	7	10
		LO2:Use communicative polite expressions relating to food and Beverage	3	7	10
		LO3 :Write documents related to rudimentary trade	3	7	10
Total hours			12	18	30
12	Applied Mathematics	LO1: Solve algebraically or graphically linear and quadratic equations or inqualities	10	10	20
		LO2: Apply matrices in solving simultaneous linear equations	5	5	10
		LO3: Apply fundamentals of trigonometry	7	8	15

		LO4: Apply fundamentals of complex numbers	8	7	15
Total hours			30	30	60
13	Applied Chemistry	LO1: Describe the structure of atom and molecules	5	5	10
		LO2: Apply the basics of inorganic chemistry	5	5	10
		LO3: Perform acid base titration	5	5	10
Total hours			15	15	30
14	CUSTOMER CARE	LO1. Explain the role of customer care in Service	4	2	6
		LO2. Demonstrate professional behavior and attitude	4	5	9
		LO3. Exhibit Hotel Profession Etiquette	3	4	7
		LO4. Handle Guest Complaints	4	4	8
Total hours			15	15	30
15	Introduction to Hospitality and Tourism industry	LO: 1 Describe the Scope of the Hospitality and Tourism Industry	2	6	8
		LO2. Identify the impacts of Hospitality and Tourism	2	5	7

		LO3: Identify the classification of Hotels and tourism forms	2	5	7
		LO4. Describe the Hotel and tourism product	2	6	8
Total hours			8	22	30
16	Maintaining food and beverage hygiene and safety	LO1. Maintain personal hygiene	1	4	5
		LO2: Maintain food and beverage safety	3	7	10
		LO3: Maintain hygiene of food and beverages	1	4	5
		LO4. Maintain hygiene of the kitchen and Restaurant	6	14	20
Total hours			11	29	40
17	Kitchen Mise en place	LO1. Select and use tools and equipment	1	4	5
		LO2. Identify and select food commodities	1	4	5
		LO3. Prepare ingredients	3	7	10
		LO4. Set and arrange buffet station	1	4	5
		LO5. Store food, tools and equipment	1	4	5
Total hours			10	30	40
18	Maintaining food	LO1. Identify nutrients	3	7	10
		LO2. Identify food groups	3	7	10

	nutrients in cooking	LO2. Maintains balanced diets	3	7	10
		LO4. Conserve nutrients in cooking	3	7	10
Total hours			12	28	40
19	Performing restaurant opening duties	LO 1. Receive instructions on the day's activities and duties	1	4	5
		LO2. Assemble and clean necessary restaurant equipment	4	9	13
		LO3. Arrange restaurant service areas	3	7	10
		LO4. Set up the restaurant for service	2	6	8
		LO5. Stock the service station	1	3	4
Total hours			11	29	40
20	Serving food and beverage	LO1. Receive and welcome guests	1	4	5
		LO2. Take food and beverage orders	2	6	8
		LO3. Serve beverages	4	8	12
		LO4. Serve food	2	6	8
		LO5. Clear guest table and present the bill	2	5	7
Total hours			11	29	40
21	Kitchen and Restaurant	LO1. Perform kitchen closing duties	3	7	10
		LO2. Maintain kitchen tools, equipment and material	3	7	10

	closing duties	LO3. Perform Restaurant closing duties	1	4	5

		LO4. Maintain Restaurant tools, equipment and materials	1	4	5
Total hours			9	21	30
22	Simple bakery products	LO1. Identify tools, equipment and ingredients for bakery products	3	7	10
		LO2. Handle tools, equipment for bakery products	3	7	10
		LO3. Bake simple bakery products	6	14	20
		LO4. Store simple bakery products	3	7	10
Total hours			15	35	60
23	Stocks, sauces, and soups	LO1. Prepare Stocks	3	7	10
		LO2. Prepare Mother Sauces	6	14	20
		LO3.Prepare Soups	6	14	20
Total hours			15	35	50
24	Vegetables and starch dishes	LO1. Prepare Vegetables	3	7	10
		LO2. Cook vegetables	3	7	10
		LO.3Prepare starches	4	11	15
		LO .4Cook starches	4	11	15
Total hours			14	36	50
25	Industrial Attachment Program	LO1:Apply for internship	10	0	10
		LO2:Demonstrate workplace behaviour and attitudes	10	0	10

		LO3:Analyze own professional gaps in line with industry demands	10	0	10
		LO4:Enhance acquired competencies at the workplace	0	170	170
Total hours			30	170	200
26	Meat, poultry and egg dishes	LO1. Prepare meat dishes	6	14	20
		LO2. Prepare Poultry dishes	6	14	20
		LO3. Prepare Egg dishes	3	7	10
Total hours			15	35	50
27	Salads and fruits	LO 1. Select salad ingredients	3	7	10
		LO2. Prepare salad ingredients	6	14	20
		LO3. Prepare fruits	6	14	20
Total hours			15	35	50
Total hours					1180

1. TRAINING PACKAGE

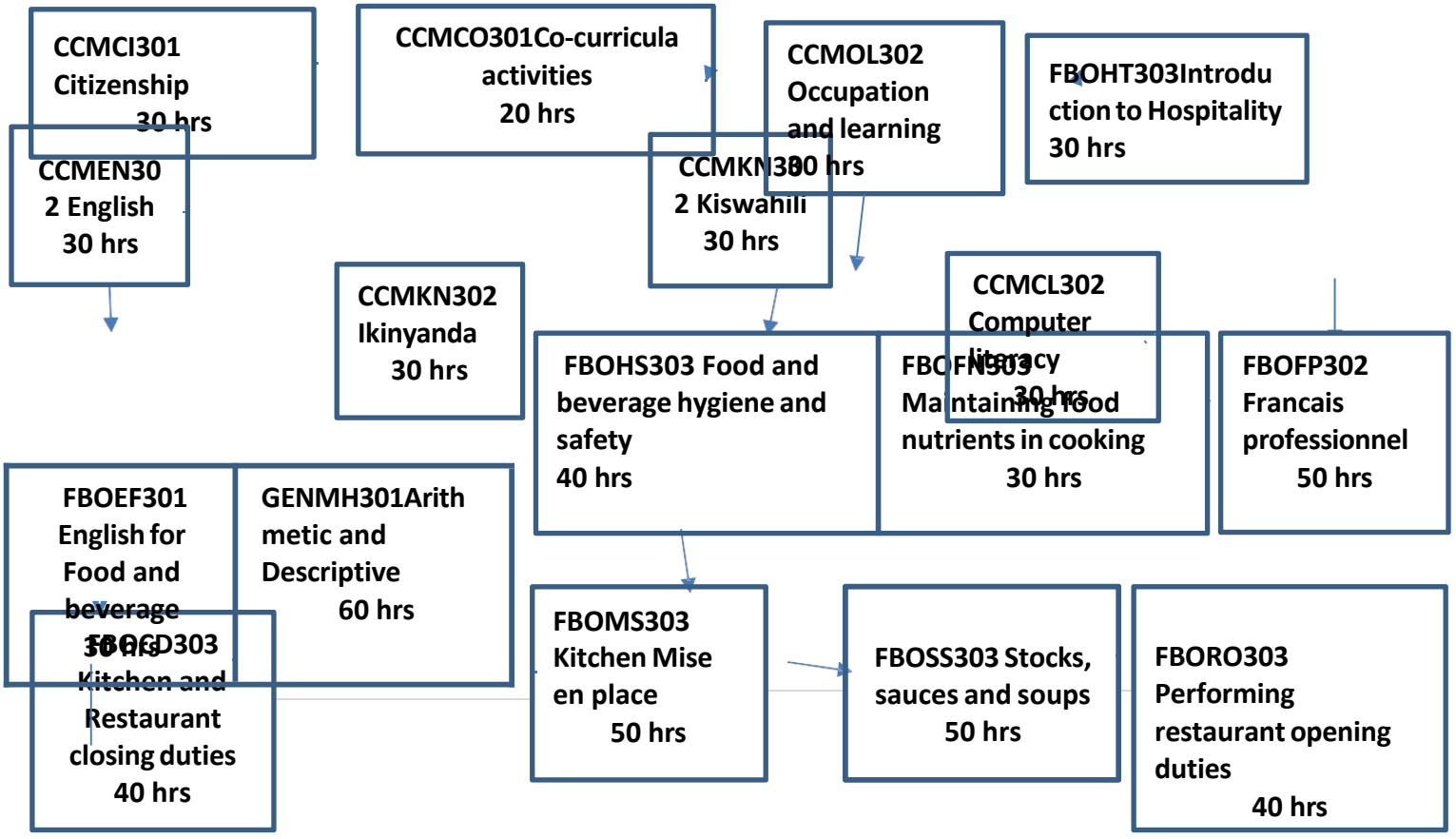
The training package includes the competencies chart, the flowchart, the modules, the course structure, and the assessment guidelines.

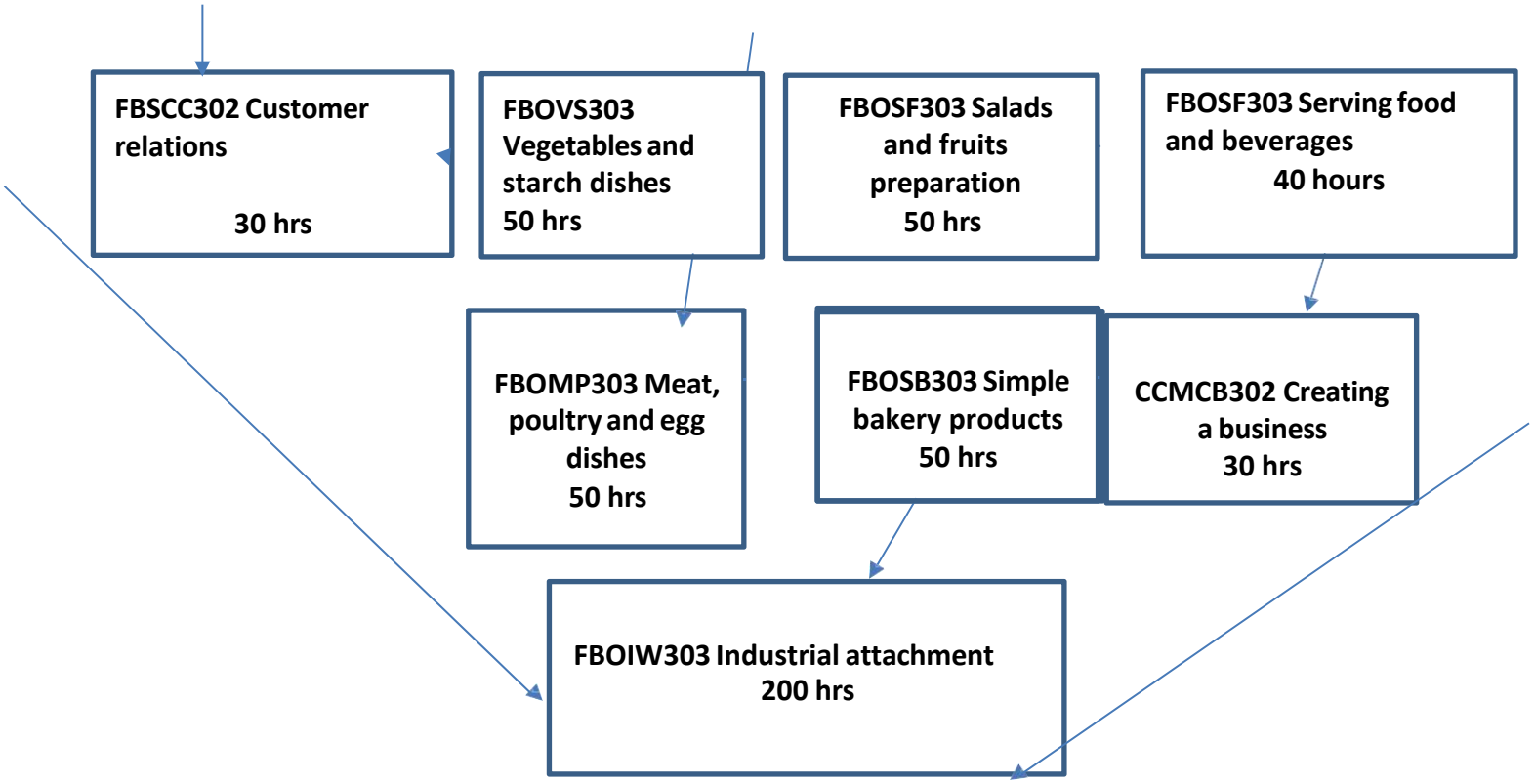
3.1 Course structure

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.




FBSCC302 Customer relations
30 hrs
FBOVS303 Vegetables and starch dishes
50 hrs
FBOSF303 Salads and fruits preparation
50 hrs
FBOSF303 Serving food and beverages
40 hours
FBOMP303 Meat, poultry and egg dishes
50 hrs
FBOSB303 Simple bakery products
50 hrs
CCMCB302 Creating a business
30 hrs
FBOIW303 Industrial attachment
200 hrs

1. ASSESSMENT GUIDELINES

4.1 Assessment Methodology

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

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

Formative Assessment

- **This is applied on all types of modules (e.g. Complementary, General and Specific modules)**
- **A trainee to be competent for a formative module must have at least 70%**
- **A trainee to be eligible to undertake integrated assessment of specific modules must have at least 50% as passing line for general and complementary modules.**
- **Each trainee should be competent on all formative assessments to be declared competent on that module**
- **All formative assessment should be declared competent before taking the summative/integrated assessment**

Summative Assessment

- **All Summative/Integrated assessment should match with the content of the module in the curriculum.**
- **Summative/Integrated Assessment is always in practical, giving it as a theoretical type of assessment is not acceptable.**
- **The integrated situation provided in the curriculum is a sample of the assessment to be carried out, the 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="3"></td><td colspan="2">Summative Assessment</td><td>50%</td></tr>
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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: Amount 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.**

Employable Skills for Sustainable Job Creation

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