



Republic of Rwanda
Ministry of Education



RTB | RWANDA
TVET BOARD

CURRICULUM STRUCTURE



RQF LEVEL

3

TVET CERTIFICATE III in Animal health

AFPANH3002

Kigali, May 2022

AFPANH3002-TVET CERTIFICATE III

RQF Level 3 CURRICULUM

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List of Abbreviations

AFP	Agriculture and food processing sector
ANH	Animal health Subsector
HSE	Health Safety Environment
LO	Learning outcome
RQF	Rwanda Education Qualification Framework
PPE	Personal Protective Equipment
TVET	Technical and Vocational Education and Training
AI	Artificial Insemination
DACUM	Developing a Curriculum
EDPRS	Economic Development and Poverty Reduction Strategy
IPRC	Integrated Polytechnics Regional College
MINEDUC	Ministry of Education
MS	Microsoft
PPE	Personal Protective Equipment
RQF	Rwandan Education Qualification Framework
RP	Rwandapolytechnic
SWOT	Strength Weakness Opportunities and Treats
TVET	Technical and Vocational Education and Training
UR/CST	University of Rwanda/ College of Science and Technology
RSB	Rwanda Standard Board
GDP	Gross Domestic Product

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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 like Animal health among others. In this respect, Rwanda TVET Board, is honoured to avail the revised curriculum of Animal health which serves as the official document and respond to the above mentioned concerns.

With the help of the training providers, trainers, parents whose role is central to the success of this curriculum, the trainees will gain appropriate hand on skills which will make a difference not only to their own lives but also to the success of Rwanda’s economy.

I wish to sincerely extend my appreciation to the people who contributed towards the development of this document.

Dipl.-Ing. Paul UMUKUNZI

Director General/ RTB

1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies to perform the occupation/s of Animal Feeding Technician, Animal care technician and . 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 amount 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

2.4. Rationale of the Qualification

Currently livestock production or husbandry is one of the fastest growing agricultural subsectors in Rwanda; its share of agricultural Gross Domestic Product (GDP) is already 33% in Rwanda and is rapidly increasing . This growth is driven by the rapidly increasing demand for livestock products, which is driven by population growth, urbanization and increasing incomes . As income increases, so does expenditure in livestock products .

The Government of Rwanda has acknowledged livestock as an important part in achieving food security for Rwanda, especially in terms of the protein requirements and also its potential role in poverty alleviation . Livestock is one of the key pillars for economic growth, poverty reduction as described in the EDPRS 1 . In the year 2000, the Government of Rwanda launched a development program (Vision 2020) with main objective of transforming the country into a knowledge-based middle-income country. The major agenda were to reduce poverty, health problems, making the nation united and democratic. Modernization of agriculture and livestock production was one of the major strategies of the Vision 2020 .

Under this strategy, the livestock sub-sector would be fully modernized by 2020 and Rwanda would be self-sufficient in livestock products with surplus for export particularly milk and dairy products .

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Certificate 3 in animal health
Level:	RQF Level 3
Credits:	120
Sector:	Agriculture and food processing
Sub-sector:	Animal health
Issue date:	May, 2022

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 animal farm and animal enterprises where perform small surgical operations ,grow fodder and manage pasture, prevent animal diseases, prepare for veterinary intervention, prepare ,treat and distribute animal feeds ,administrate and distribute animal drugs carried out. Learners may work with some autonomy or in a team but usually under close supervision.

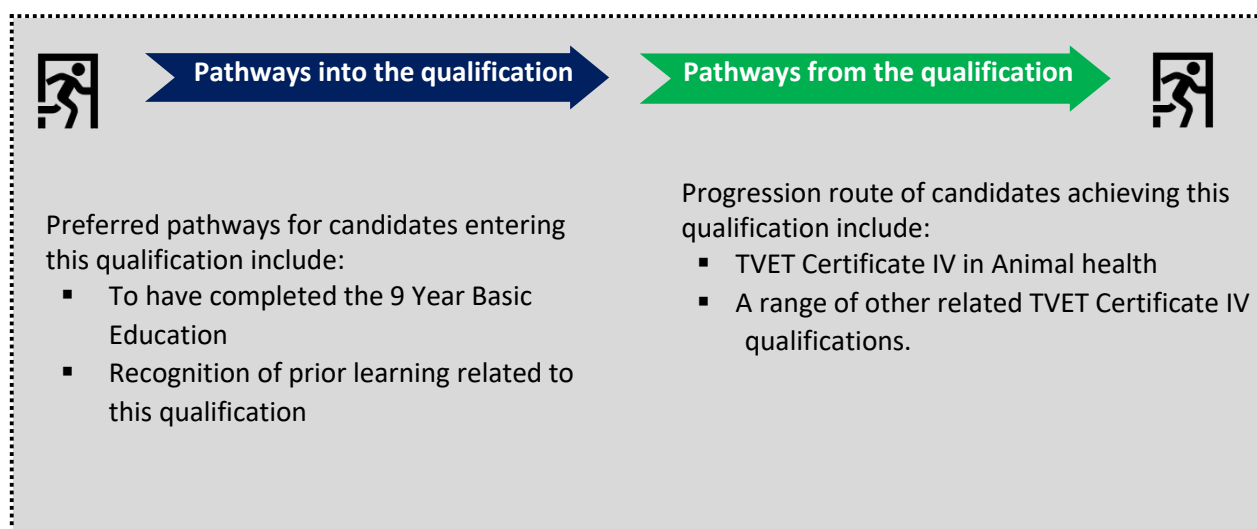
At the end of this qualification, qualified learners will be able to:

1. Describe the occupation and learning process
2. Maintain SHE at workplace
3. Create a Business
4. Kutumia Kiswahili wastani
5. Communicate simply using English in familiar situations
6. Pratiquer l'activité de communication en français dans le métier
7. Apply computer literacy
8. Gukoresha Ikinyarwanda kiboneye
9. Comply with citizenship behaviour
10. Apply Algebra and Trigonometry
11. Demonstrate Basics of Chemistry
12. Demonstrate basic knowledge of General Biology
13. Manage Fodder crops and pastures
14. Prepare and distribute Concentrates feeds

15. Perform Ruminants farming
16. Prepare workplace for veterinary intervention
17. Prevent animal diseases
18. Describe the body of domestic animal
19. Perform minor surgery
20. Conserve and distribute fodder crops
21. Diagnose livestock diseases and administrate drugs
22. Record livestock health and production parameters
23. Integrate the workplace

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 animal health and related areas.



2.5 Job related information

This qualification prepares individuals to integrate the animal health industry with the professionalization of animal feeding and small surgical operationn. This qualification again offers the opportunity to execute the works as Animal care technician,small surgical operation and animal feeding Technician while ensuring that safety, security and environmental regulations are respected.



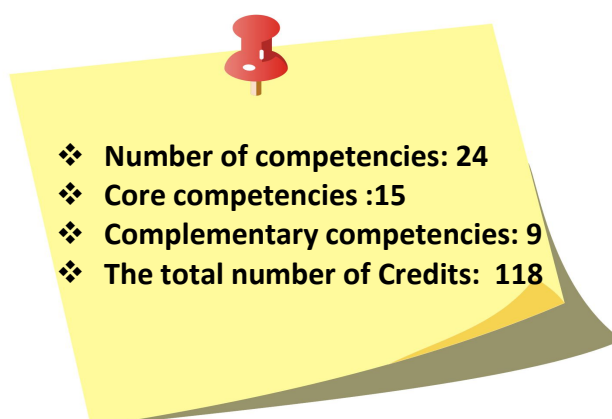
Possible jobs related to this qualification

Animal care technician
Animal Feeding Technician
small surgical operator

2.6 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	CCMBC302	Create a Business	3
4	CCMEN302	Communicate simply using English in familiar situations	3
5	CCMCL302	Apply computer literacy	3
6	CCMKK302	Kutumia Kiswahili wastani	3
7	CCMKN302	Gukoresha Ikinyarwandakiboneye	3
8	CCMCZ301	Comply with Citizenship values	3
9	CCMFT302	Pratiquer l'activité de communication en français dans le métier	3
Total			27

	No	Code	Core competencies	Credit
GENERAL	1.	GENAM301	Apply Algebra and Trigonometry	6
	2.	GENBC301	Demonstrate Basics of Chemistry	3
	3.	GENAB302	Demonstrate Basic knowledge of General Biology	3
	4.	GENPY301	Apply general physics	4
	5.	ANHBD302	Describe the body of domestic animal	6
	6.	ANHRL302	Record livestock health and production parameters	4
SPECIFIC	7.	ANHFC302	Manage Fodder crops and pastures	5
	8.	ANHDC302	Prepare and distribute Concentrates feeds	6
	9.	ANHRF302	Perform Ruminants farming	8
	10.	ANHWP302	Prepare workplace for veterinary intervention	5
	11.	ANHPD302	Prevent animal diseases	6
	12.	ANHMS302	Perform minor surgery	5
	13.	ANHCF302	Conserve and distribute fodder crops	5
	14.	ANHDA302	Diagnose livestock diseases and administrate drugs	5
	15.	ANHIA302	Integrate the workplace	20
Total				91



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

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
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
3	Français	LO 2: Pratiquer l’expression orale	2	6	8
		LO 3: Accorder les verbes	2	12	14

		LO 3: Accorder les verbes	2	12	14
Total hours			6	24	30
4	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
5	Citizenship	LO1: Describe Rwanda colonization period	6	2	8
		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
6	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
7	Information and Communication Technology	LO1: Apply computer basics	3	7	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
8	Ikinyarwanda	LO1: Gukoresha ubuvanganzo gakondo ashyikirana n’abandi	1	5	6
		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
9	7 Kiswahili Wastani	LO1: Kutumia msamiati wa Kiswahili katika maandishi na mazungumzo kimsingi	2	8	10
		LO2: Kutumia aina za maneno ya lugha ya Kiswahili	2	8	10

		kimazungumzo na kimaandishi.			
		LO3: : Kutumia nyakati za Kiswahili kimaandishi na kimazungumzo.	2	8	10
Total hours			6	24	30
10	Applied Physics	LO1: : Describe basic measurements in physics	4	4	8
		LO2: : Describe Motion in 1-Dimension	2	3	5
		LO3: Analyze motion in two Dimensions	3	3	6
		LO4: Demonstrate electrostatic phenomena	4	4	8
		LO5: Apply Geometric optics	4	3	7
Total hours			20	20	40
	6	24	30		
10	Applied Biology	LO6: : Characterize sources of energy in the world	3	3	6
		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 Mathematics	LO1: Solve algebraically or graphically linear and quadratic equations or inequalities	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
12	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			30	30	60
13	Workplace preparation for veterinary intervention	LO1: Store veterinary drugs according to their therapeutic function	9	21	30
		Lo2: Store veterinary materials, instruments, and equipment	3	7	10
		LO3: Clean and sanitise workplace, instruments and equipment	3	7	10
Total hours			15	35	50
14	Concentrates feeds preparation and distribution	LO1: Select animal’s feed ingredients	1	4	5
		LO2: Prepare animal’s feeds rations	6	14	20

		LO3: Perform feeds concentrates preparation and conservation	6	14	20
		LO4: Distribute animal feeds and water	1	4	5
		LO5: Manage nutritional deficiencies and excesses	3	7	10
Total hours			17	43	60
15	Domestic animal body description	LO1: Describe the animal morphology	4	11	15
		LO2: Describe the body apparatus	12	28	40
		LO3: Assess anatomo-physiological parameters of the main functions	4	11	15
Total hours			20	40	60
16	Ruminant farming	LU1: Identify ruminant breeds	3	7	10
		LU2: Perform site and materials selection for ruminant shelters	3	7	10
		LO3: Design ruminant shelters	3	7	10
		LO4: Manage ruminant reproduction	12	28	40
		LO5: Feed ruminants	3	7	10
Total hours			24	56	80

17	Fodder crops conservation and distribution	LO1: Identify tools and Equipment for fodder crop conservation	1	4	5
		LO2: Select fodder crops and their conservation methods	1	4	5
		LO3: Perform silage making	9	21	30
		LO4: Perform hay making and storage	1	4	5
		LO5: Distribute Silage and Hay	1	4	5
Total hours			13	37	50
18	Fodder crops and pastures management	LO1: Cultivate fodder crops	6	14	20
		LO2: Perform pastures lay out and improvement	3	7	10
		LO3: Manage pasture grazing	4	11	15
		LO4: Improve nutritive value of crops residues and straws	1	4	5
Total hours			14	36	50
19	Livestock diseases diagnosis and drug administration	LO1: Identify and select materials tools and equipment	1	4	5
		LO2: Restrain livestock animals for veterinary intervention	4	11	15
		LO3: Examine livestock diseases	4	11	15
		LO4: Collect samples	3	7	10
		LO5: Administrate veterinary drugs	1	4	5
Total hours			13	37	50
20	Minor surgery	LO1: Perform Injections	3	7	10

		LO2: Perform wound and abscess treatment	2	3	5
		LO3: Execute male castration	3	7	10
		LO4: Perform dehorning	3	7	10
		LO5: Apply hoof trimming techniques	2	3	5
		LO6: Perform small ruminant caudectomy	2	3	5
		LO7: perform trocarization	2	3	5
Total hours			17	33	50
21	Prevention of animal diseases	LO1: Monitor physical conditions of animal housing	4	11	15
		LO2: Restrain animals for veterinary intervention	4	11	15
		LO3: Perform animals general examinations	4	11	15
		LO4: Use antiparasitic drugs for disease prevention	3	7	10
		LO5: Vaccinate animals and apply sanitary prophylax	1	4	5
Total hours			16	44	60
22	Recording of livestock health and production parameters	LO1:Identify and measure livestock health parameters	1	4	5
		LO2:Identify and measure livestock production parameters	1	4	5
		LO3:Perform livestock health records	6	14	20
		LO4:Perform livestock	3	7	10

		production records			
Total hours			11	29	40
		LO1: Apply for internship	11	0	10
23	Industrial Attachment Program (IAP)	LO2: Demonstrate workplace behaviour and attitudes	10	0	10
		LO3: Analyse 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
Total hours					1180

3. TRAINING PACKAGE

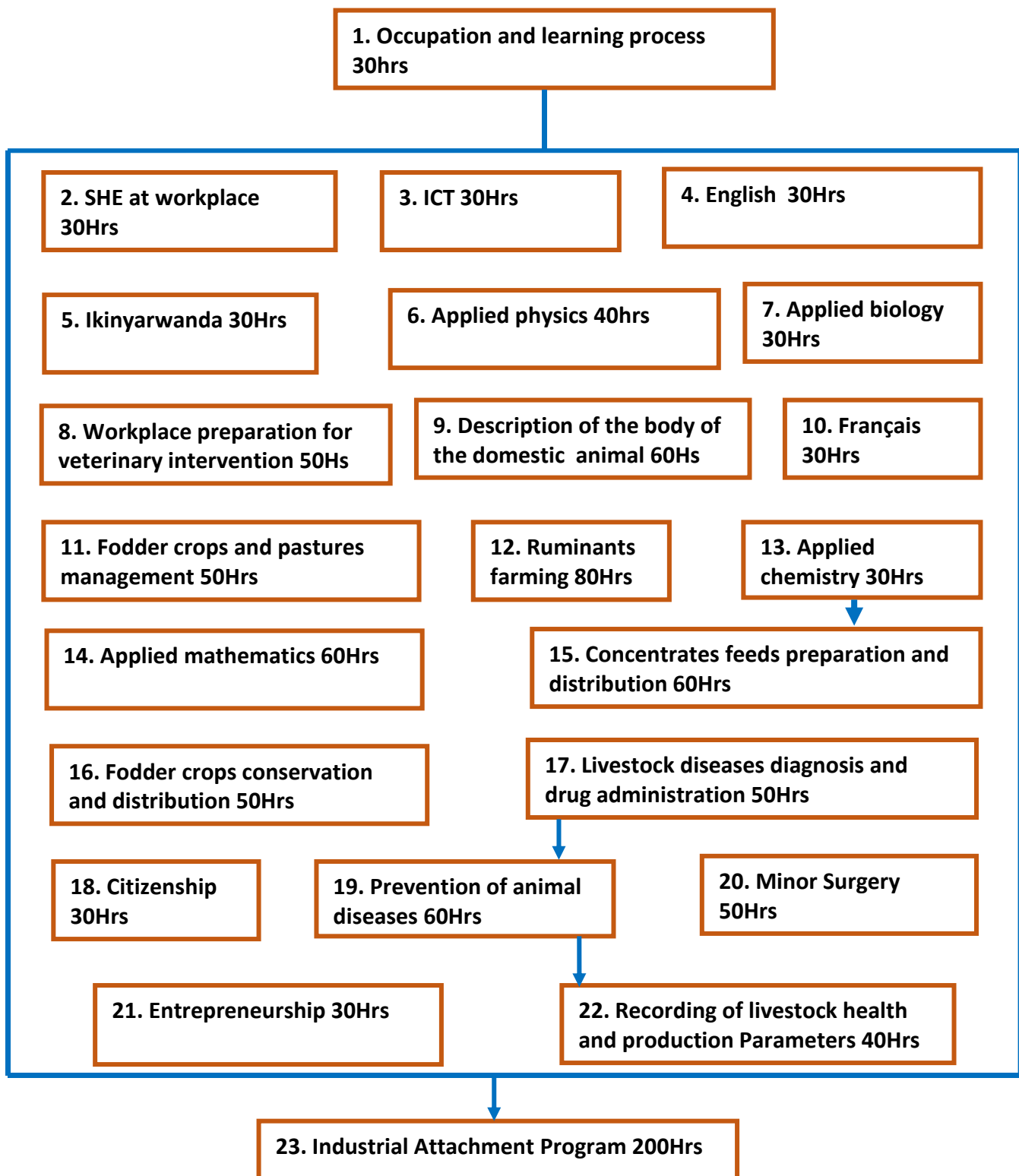
The training package includes the competencies chart, the flowchart, the modules, the course structure, and the assessment guidelines.

3.1 Course structure

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

3.2 Flowchart

The flowchart of sequencing of learning is a schematic representation of the order of acquisition of the competencies. It provides an overall planning of the entire training programme and shows the relationship between the modules. This type of planning is to ensure consistency and progression of learning. For each module, the flowchart shows the learning that is already in place, the learning that is to take in parallel or later. The positions defined will have a decisive impact on all subsequent pedagogical choices. The flowchart of the sequence of learning of the modules of the training programme is presented on the following page.



4. ASSESSMENT GUIDELINES

4.1 Assessment Methodology

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

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%

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 learning, 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 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.**
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, 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.
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 labor 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.



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