



Republic of Rwanda
Ministry of Education



CURRICULUM STRUCTURE

RQF LEVEL

3

TVET CERTIFICATE III in AGRICULTURE

AFPAGR3001

Kigali, May 2022



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List of Abbreviations

AFP:	Agriculture and food processing sector
HSE	Health Safety Environment
LO	Learning outcome
RQF	Rwanda Education Qualification Framework
PPE	Personal Protective Equipment
TVET	Technical and Vocational Education and Training
PSTA	Strategic Plan for Agricultural Transformation
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 agriculture among others. In this respect, Rwanda TVET Board, is honoured to avail the revised curriculum of Agriculture 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 a small farm machinery operator, small farm tools and equipment operator, root and tubers grower, vegetable grower, legumes grower, nursery operator. It is designed with an approach that takes into account the training needs, the work situation, as well as the goals and the means to implement the training.

The modules of the curriculum include a description of the expected results of the training. They have a direct influence on the choice of theoretical and practical learning activities. The competencies are the targets of the training: the acquisition of each is required for certification.

The curriculum is the reference to carry out the assessment of learning. Assessment tools of learning are developed based on this document.

The curriculum consists of three parts. The first part is of general interest and shows the nature and goals of the program and the key concepts and definitions used in the document. The second part presents the qualification, its level in the qualification framework, its purpose, its rationale and the list of modules it comprises. The third part deals with the training package. It includes the competencies chart, the sequencing of module learning, the description of each module and the course structure.

The pages describing the modules are the heart of a curriculum. They present the title of the module, the length of training, the 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

Rwanda is on a transformation path from a low-income to a middle-income country. Between 2000 and 2016, Rwanda's economy grew by 7.9 per cent per year on average, so that by 2016 it was more than 3.5 times larger than in 2000. In the same period, GDP per capita increased from \$242 to \$729¹⁰, and the poverty rate¹¹ fell from 60.3 to 39.1 per cent.

As Rwanda modernises into a knowledge-based economy, agriculture remains the backbone for sustained economic growth, providing high quality livelihoods, and living standards for the population. Arguably, agricultural surplus underpinned human development and economic factors necessary for subsequent economic and social development. In this perspective, Rwanda's agriculture is central for creating growth, jobs, exports, and livelihoods necessary to transform the economy to a knowledge based middle-income economy. This qualification provides skills, knowledge and right attitudes required by graduates from this qualification to help the country to increase employment rate, and increase decent jobs

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Certificate 3 in Agriculture
Level:	RQF Level 3
Credits:	120
Sector:	Agriculture and food processing
Sub-sector:	Agriculture
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 agriculture farm and agriculture enterprises where establishing nursery, growing legumes, growing vegetables ,growing roots and tubers,operating small farm tools and equipment ,operating small farm machinery ,controlling soil erosion are carried out. Learners may work with some autonomy or in a team but usually under close supervision.

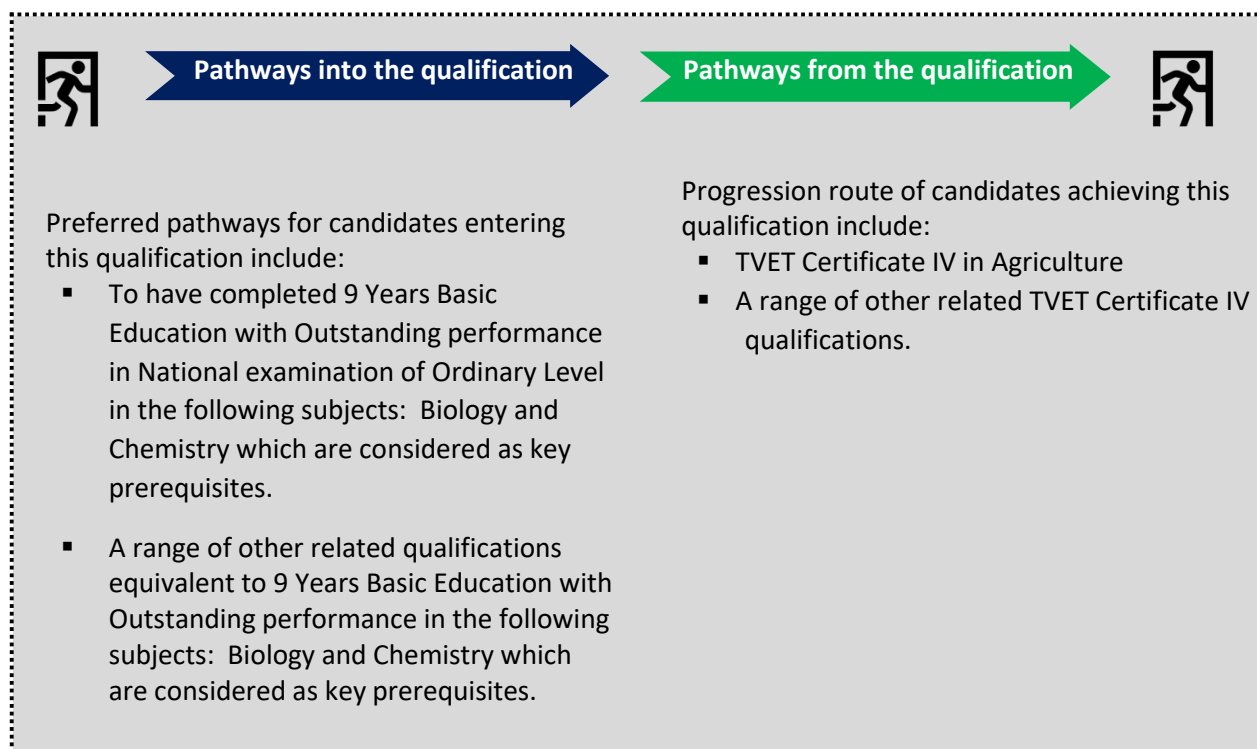
At the end of this qualification, qualified learners will be able to:

1. Describe the occupation and learning process
2. Maintain health, safety, security and sustain environment at workplace
3. Communicate simply using English in familiar situations
4. Gukoresha Ikinyarwanda kiboneye
5. Apply computer literacy
6. Create Business
7. Pratiquer l'activité de communication en français dans le metier
8. Comply with Citizenship values
9. Sports/Clubs
10. Self-study/Library Research
11. Apply algebra and trigometry
12. Demonstrate basic knowledge of General Biology
13. Demonstrate Basics of Chemistry
14. Apply general physics

15. Demonstrate basics knowledge on plant biology
16. Grow root and tubers
17. Establish nursery
18. Grow vegetables
19. Grow legumes
20. Control soil erosion
21. Operate small farm tools and equipment
22. Apply fertilizers
23. Operate small farm machinery
24. Collect topographic data
25. 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 agriculture and food processing industry with the professionalization. This qualification again offers the opportunity to execute the works as skilled agriculture worker, nursery operator, legumes grower, vegetables grower, roots and tubers grower, small farm tools and

equipment operator, small farm machinery operator while ensuring that safety, security and environmental regulations are respected.



Possible jobs related to this qualification

Skilled agriculture worker,
Nursery operator,
Legumes grower,
Vegetables grower,
Roots and tubers grower,
Small farm tools and equipment operator, and
Small farm machinery 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 Ikinyarwanda kiboneye	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. GENPB301	Demonstrate basic knowledge on plant biology	3
	6. GENTD301	Collect topographic data	6

SPECIFIC	7.	GENFT301	Operate small farm tools and equipment	4
	8.	GENFA301	Apply fertilizers	5
	9.	AGRLG301	Grow legumes	6
	10.	AGRRT301	Grow root and tubers	7
	11.	AGRSE301	Control soil erosion	6
	12.	AGRFM301	Operate small farm machinery	7
	13.	AGRVG301	Grow vegetables	7
	14.	AGRNE301	Establish nursery	4
	15.	AGRIA302	Integrate the workplace	20
	Total			91

- ❖ Number of competencies: 24
- ❖ Core competencies :15
- ❖ Complementary competencies: 8
- ❖ The total number of Credits: 120

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

NO	Module name	Learning outcome	Theoretical hours	Practical hours	Total hours
1	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	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	Entrepreneurs hip	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 kimazungumzo na kimaandishi.	2	8	10

		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
11	Applied Biology	LO1: : 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
12	Applied	LO1: Solve algebraically or graphically linear and quadratic equations or inequalities	10	10	20

	Mathematics	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			30	30	60
14	Fertilizer Application	LO1: Prepare for fertilizer application operations	3	7	10
		LO2: Prepare tools, materials, and equipment	6	14	20
		LO3:Use fertilizers	6	14	20
Total hours			15	35	50
15	Vegetable Growing	LO1: Prepare for vegetables crops establishment operations	1	4	5
		LO2: Prepare the site for vegetables growing	4	11	15
		LO3: Carry out planting and post planting operations	10	25	35
		LO4: Harvest vegetables	5	10	75
Total hours			20	50	70

16	Basic knowledge on plant biology	LO1: Describe germination mechanisms	3	7	10
		LO2: Describe plant growth and development	3	7	10
		LO3: Describe plant reproduction	3	7	10
Total hours			9	21	30
17	Nursery Establishment	LO1: Prepare for nursery establishment operations	2	4	6
		LO2: Carry out plant propagation in nursery	5	13	18
		LO3: Maintain the established nursery	5	11	16
Total hours			12	28	40
18	Operating small farm tools and equipment	LO1: Prepare for small farm tools and equipment operations	3	7	10
		LO2: Familiarize with small farm tools and equipment operation	6	14	20
		LO3: Maintain small farm tools and equipment	3	7	10
Total hours			12	28	40
19	Roots and Tubers growing	LO1: Prepare for root and tubers crop establishment operations.	1	4	5
		LO2: Prepare the site for roots and tubers crop growing	4	11	15
		LO3: Conduct roots and tubers crops plantation	9	21	30
		LO4: Harvest roots and tubers crops	6	14	20
Total hours			20	50	70
20	Operating	LO1: Describe the small farm machinery.	2	6	8

	Small farm machinery	LO2: Operate small farm machinery in Land preparation	6	13	19
		LO3: Operate small farm machinery in planting	5	12	17
		LO4: Operate small farm machinery in crop maintenance	4	7	10
		LO5: Operate small farm machinery in harvesting and handling crops	3	7	10
		LO6: Apply Basic maintenance of farm machinery	2	4	6
Total hours			22	49	70
21	Soil Erosion Control	LO1: Prepare for soil erosion control operations	1	4	5
		LO2: Identify the soil erosion types, causes and effects	3	7	10
		LO3: Apply cultural soil erosion control measures	5	20	25
		LO4: Apply mechanical soil erosion control measures	6	14	20
Total hours			15	45	60
22	Topographical Data Collection	LO1: Prepare for topographic data collection operations	3	7	10
		LO2: Perform surveying	9	21	30
		LO3: Display survey results	6	14	20
Total hours			18	42	60
23	Industrial	LO1: Apply for internship	11	0	10

	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
24	Legumes growing	LO1: Prepare for Legumes crops establishment operations	2	6	8
		LO2: Prepare the site for Legumes growing	4	10	14
		LO3: Carry out planting and post planting operations	7	16	23
		LO4: Harvest Legumes	4	11	15
Total hours			17	43	60
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.

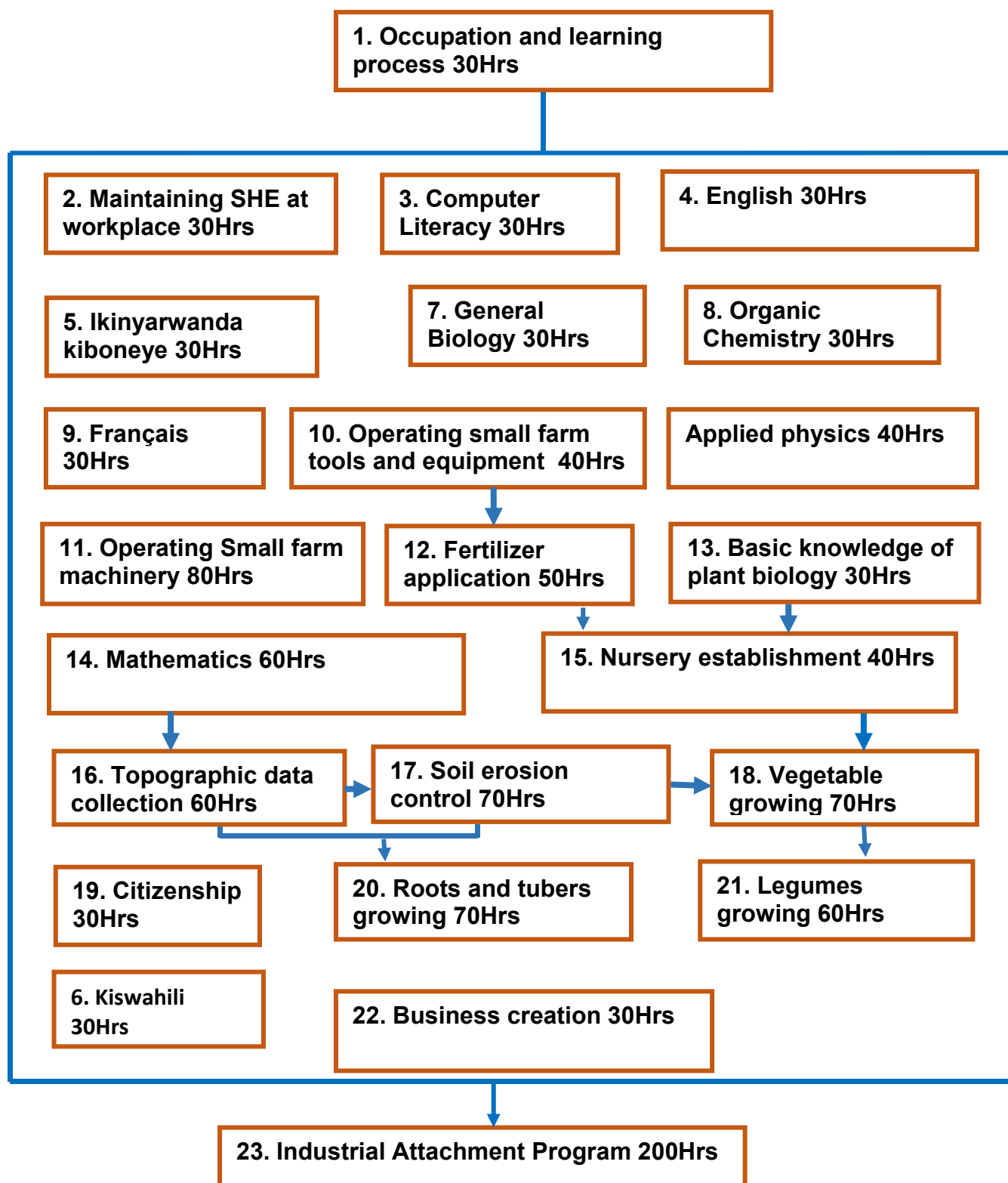


Figure 1: Flowchart

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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