



Republic of Rwanda
Ministry of Education



CURRICULUM

REQF LEVEL

1

TVET LEVEL 1 in
TAILORING

ARCTAL1001

Kigali, December 2020

ARCTAL1001 -TVET LEVEL 1

TAILORING

REQF Level 1 CURRICULUM

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Table of contents

Copyright	3
Table of contents	4
GLOSSARY	376Error! Bookmark not defined.
List of Abbreviations	5
Acknowledgments	6
1. GENERAL INTRODUCTION	8
2. QUALIFICATION DETAILS	9
2.1. Description	9
2.2 Minimum entry requirements	10
2.3 Information about pathways	11
2.4 Rationale of the Qualification	11
2.5 Job related information	12
2.6 Employability and life skills	12
3. TRAINING PACKAGE	18
3.1 Course structure	18
3.2 Competencies chart	18
3.3 Flowchart	18
4. ASSESSMENT GUIDELINES	20
4.1 Assessment Methodology	20
4.2 Portfolio	20
GLOSSARY	22

List of Abbreviations

4IR	Fourth Industrial Revolutions
AI	Artificial Intelligence
BPO	Business Process Outsourcing
CAD	Computer Aided Design
CDU	Curriculum Development Unit
CM	Complementary Modules
CMT	Cut, Make and Trim (clothing manufacturer)
CSR	Corporate Social Responsibility
CV	Curriculum Vitae
DACUM	Developing a Curriculum
EDPRS	Economic Development and Poverty Reduction Strategy
GGT	Gerber Technology
HR	Human Resources
IAP	Industrial Attachment Program
IOT	The Internet of Things
IPRC	Integrated Polytechnics Regional College
MBO	Management by Objectives
MINEDUC	Ministry of Education
MS	Microsoft
OECD	Organization for Economic Co-operation and Development
OHS	Occupational Health and Safety
PPE	Personal Protective Equipment
REQF	Rwandan Education Qualification Framework
RP	Rwanda polytechnic
SOP	Standard Operating Procedures
SSC	Shared Service Centers
SWOT	Strength Weakness Opportunities and Treats

TSS	Technical Secondary School
TVET	Technical and Vocational Education and Training
WDA	Workforce Development Authority
WHS	Work Health & Safety

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1. GENERAL INTRODUCTION

The curriculum presents a coherent and significant set of competencies required to perform as a **Junior Textile Printing Artisan, Finisher / Helper**. 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 training.

The modules of the curriculum include a description of the expected results at the end of training. They have a direct influence on the choice of the theoretical and practical learning activities. The competencies are the targets of 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 on the basis of this document.

The curriculum consists of three parts. The first part is of general interest and shows the nature and goals of a program and the key concepts and definitions used in the document. The second part presents the qualification details including 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 credit values, and 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 attitude) and the learning contents related to each learning unit. Also, the learning activities and resources for learning are suggested.

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

2. QUALIFICATION DETAILS

2.1. Description

Title:	TVET Level 1 in Tailoring
Level:	REQF Level 1
Credits:	80
Sector:	Arts & Craft
Sub-sector:	Tailoring
Issue date:	December, 2020

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 clothing and textile industries where tailoring and fashion design services are carried out. Trainees may work with others in support of current professional practice under guidance.

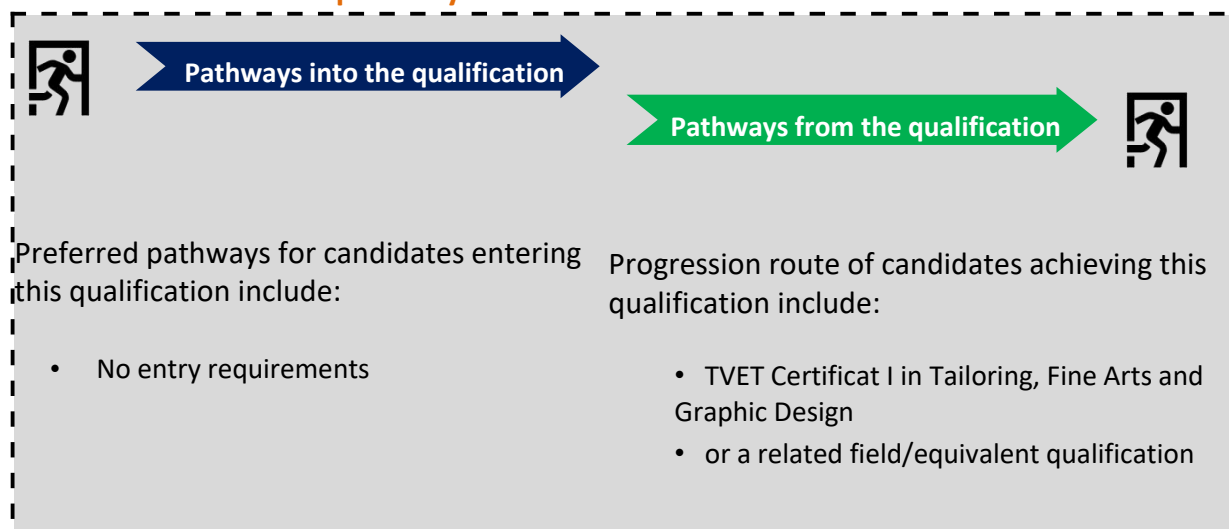
At the end of this qualification, qualified learners will be able to:

1. Perform garment / fabric cleaning & laundering
2. Perform ironing & pressing
3. Perform crocheting & hand knitting
4. Perform hand stitching
5. Perform basic machine operations
6. Make children and Adults Clothes
7. Make blouse fashion (libaya)

2.2 Minimum entry requirements

The minimum entry requirement to this course is to be physically and mentally fit with an interest in Tailoring, Fashion Design and related areas.

2.3 Information about pathways



2.4 Rationale of the Qualification

Rwanda is a budding economy with a nascent fashion industry that has experienced enormous growth over the last decade. During the elaboration of The National Strategy for Transformation (NST1), job creation in Tailoring and Fashion Design was included as one of the key components of the economic pillar. NST1 stipulates creation of 1.500.000 jobs by 2024. The government of Rwanda through the Ministry of Finance and economic planning identified high priority sectors with potential for employment creation. These high priority sectors are agro-processing, Horticulture, Tailoring, Fashion Design and Garment Manufacturing Sectors, value addition off minerals, construction, tourism and transport as well knowledge-based services and creative art.

However, despite this strategy, Rwanda's textile and clothing sector has only contributed 0.4% to the country's GDP due to a lack of professional skills in the fashion design industry.

The garment manufacturing has ramped up since Pink Mango C&D Garments, the largest manufacturer with 1.500 workers (and still growing) was set up in line with the international trend to utilize a 1.000 worker-plus factory to adapt to the Made in Rwanda policy as exporting can only be undertaken by companies with more than 300 workers with the requisite production capacity (NIRDA Textile and Value Chain Report, 2017).

The textile and apparel industry is fast-moving and quite demanding. Fashion buyers across the world are accustomed to global trade and smart in finding suppliers who fit their needs precisely. The most important factors they look at when choosing new sourcing locations or suppliers are (delivery) speed, price and quality. Therefore, they will source from suppliers who tick the boxes in all three elements. Where quality is directly affected by the level of skills and knowledge in the field is where we find the rationale in training professional tailors and fashion designers that will guide the fashion industry to better days.

2.5 Job related information

The competencies contained in this qualification are essential for social and economic transformation, empowerment and upliftment within the fashion and clothing industry, and the improvement of garment quality.

This qualification prepares individuals to integrate the Fashion Industry with the professionalization of Junior Textile Printing Artisan & Garment Finisher/Helper. It also benefits people who have been working within the clothing industry to obtain formal professional recognition and enhance career progression.

On completion of the qualification, learners will be able to gain access to job opportunities in the clothing sector both locally and internationally.

 Possible jobs related to this qualification
Junior Textile Printing Artisan, Finisher / Helper

2.6 Employability and life skills

This course will also provide the opportunity to learn industry needed soft skills known as employability and life skills which is the key to 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 into workplace environment.

Communication

- Questioning, clarifying and evaluating information
- Reading and reviewing a range of reports
- Using specialist language in written and oral communication

Teamwork

- Working collaboratively with team members
- Referring matters to nominated person as required
- Working as a member of a team and applying knowledge of one's own role to achieve team goals
- Working with diverse persons and groups

Integration of the workplace

- Know how to apply for and present themselves for employment;
- Demonstrate good time management and show up for work on time;
- Demonstrate behaviour and attitudes that are appropriate for the workplace and understand that workplaces have policies and procedures that need to be followed;
- Take initiative and responsibility for own work and know how to work under and respect supervision;
- Know the rights and responsibilities of workers and employers and explore ways to exercise rights in the workplace.

Computer skills

- Operate a computer
- Use word processing applications in the production of workplace or personal documents

Health, hygiene and safety

- Know the standard health and safety practices and regulations in the workplace;
- Maintain hygiene and personal cleaning;
- Identify unsafe situations;
- Respond to emergencies and accidents at work;
- Prevent HIV/Aids and sexual violence.
- Health and reproduction
- Rwanda environmental protection, practices rules and regulations
- Anti-doping

Problem solving

- Checking reports for accuracy and correcting errors as required
- Collecting, comparing and contrasting data in order to create reports
- Using problem solving tools and techniques to solve reconciling problems

Initiative and enterprise

- Contributing to solutions to workplace challenges
- Designing reports to effectively present workplace information

Self-management

- Managing own time and priorities and dealing with contingencies
- Operating within industry standards, legislation and regulations
- Taking responsibility as required by work role and ensuring all organisational policies and procedures are followed

Learning

- Acquiring and applying knowledge of products, services and organisational policies and procedures
- Applying knowledge of the industry to workplace activities
- Learning new ideas, skills and techniques
- Seeking appropriate technical help with stand-alone and online computerised systems.

Technology

- Use of computers/smart phone/social media/telephone
- Use of Internet
- Software
- Cameras

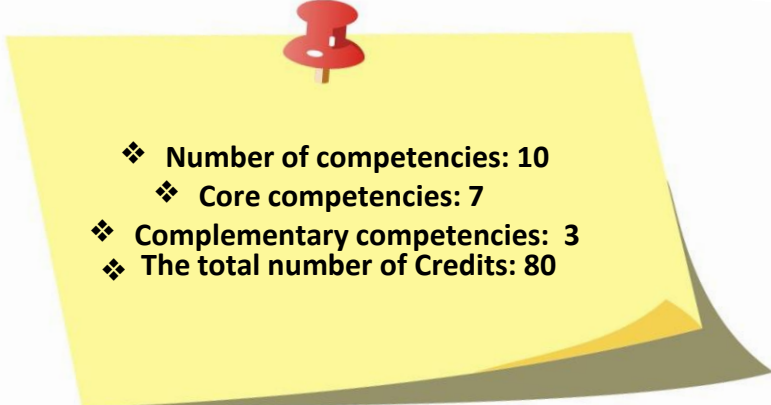
Languages other than Kinyarwanda

- None/Elementary English

2.7 Information about competencies

No	Code	Cross-cutting competencies	Credit
1.	CCMOL302	Disclose the occupation and learning process	3
2.	CCMHE302	Maintain SHE at workplace	3
3.	CCMBC302	Create a business	3
Total hours			9

No	Code	Core competencies	Credit
1.	TALIP101	Perform ironing & pressing	3
2.	TALMO101	Perform basic machine operations	6
3.	TALHS101	Perform hand stitching	3
4	TALCK101	Perform crocheting & hand knitting	7
5.	TALMC 101	Make children and Adults Clothes	12
6.	TALBF101	Make blouse fashion (libaya)	10
7.	ALIAP 1001	Industrial Attachment Program	30
Total			71

- 
- ❖ Number of competencies: 10
 - ❖ Core competencies: 7
 - ❖ Complementary competencies: 3
 - ❖ The total number of Credits: 80

JUNIOR TEXTILE PRINTING ARTISAN & FINISHER / HELPER			PROCESS								
#	SPECIFIC COMPETENCIES	Duration (850 Hrs)	Prepare Tools, Equipment and Materials	Identify the work	Specify requirements	Organize the workplace	Implement hazard control and safety measures	Execute the work (process)	Test work done	Present the work done	Clean and rearrange workplace, tools and equipment
1.	Perform ironing & pressing	30	▲	▲	▲	▲	▲	▲	▲	▲	▲
2.	Perform basic machine operations	60	▲	▲	▲	▲	▲	▲	▲	▲	▲
3.	Perform hand stitching	30	▲	▲	▲	△	△	▲	△	▲	▲
4.	Perform crocheting & hand knitting	70	▲	▲	▲	▲	▲	▲	▲	▲	▲
5.	Make children and Adults Clothes	120	▲	▲	▲	▲	▲	▲	▲	▲	▲
6.	Make blouse fashion (libaya)	100	▲	▲	▲	▲	▲	▲	▲	▲	▲

Between the process and particular competencies|

▲: Functional link application

△: Functional link existence
existence

Between general and particular competencies

●: Functional link application

o: Functional link

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 Competencies chart

The competencies chart is a table that presents an overview of the specific competencies, the general competencies, the work process and the time allocated to each competency. This table provides an overall view of the competencies of the training program and allows identification of the logical sequence of the learning of these competencies.

The competencies chart shows the relationship between general and specific competencies that are particular to the occupation, as well as the key stages of the work process. It shows the links between the elements in the horizontal axis and those in the vertical axis. The symbol (o) marks a relationship between a general competency and specific competency. The symbol (Δ) indicates a relationship between a specific competency and a step in the process of work. When the symbols are darkened, it indicates that the link is taken into account in the description of the specific competency.

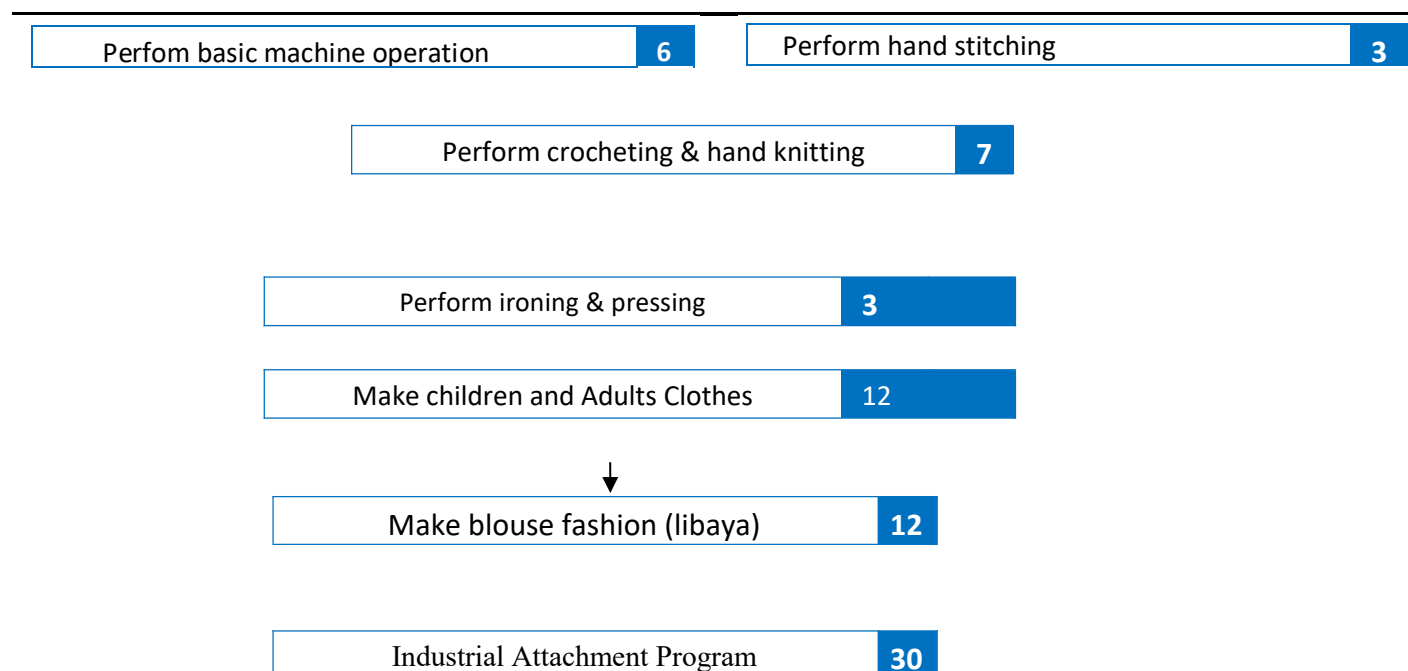
The competencies chart allows the trainer to consider the complexity of the competencies in the organization of the progress of learning. Therefore, the vertical axis shows the specific competencies in the order they should be acquired.

This is the starting point of the presentation of the competencies in the flowchart presented in the following pages:

3.3 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.

4.2 Portfolio

A portfolio is a collection of learner work representing learner performance. It is a folder (or binder or even a digital collection) containing the learner's work as well as the learner's evaluation of the strengths and weaknesses of the work. Portfolios reflect not only work produced (such as papers and assignments, direct demonstration, indirect demonstration, products, documents), but also it is a record of the activities undertaken over time as part of learner learning. The portfolio is meant to show learner growth, development, and achievements in the education system. It also shows that you have met specific learning goals and requirements. A portfolio is not a project; it is an ongoing process for the formative assessment. The portfolio output (formative assessment) will be considered only as enough for complementary and general modules. Besides, it will serve as a verification tool for each candidate that he/she attended the whole training before he/she undergoes the summative assessment for specific modules.

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% on checked items or "yes" in indicators (e.g. questions, indicators in the checklist)
- 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/Integrated 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).
- This Summative/Integrated assessment can be seen in specific modules and the Trainee can be declared competent by the following rules:

For YES or NO scoring of indicators in Summative/Integrated Checklist

Assessment Criteria	Passing Line in the assessment indicators
Quality of Process	90%
Quality of Product	100%
Relevance	90%
Rest of Criteria/ any other criteria (example: Safety)	100%

The trainee can be declared competent based on the assessment CRITERIA and its respective assessment indicators

Note: The Assessor should check if the 10% indicator (Quality of Process and Relevance) in which the Trainee was not able to meet during Summative/Integrated Assessment should not be among those indicators that can cause any hazard, or the one indicator that is performed poorly where there is room for improvement.

1. During assessment, trainees with special needs (e.g. people with disability) should be assisted accordingly.
2. Deputy School Manager in-charge of Studies, Class Teacher, and Trainer should consider the status (competent/not yet competent) of trainees before delivering the next module with pre-requisites.
3. Respect of flowchart particularly in considering the delivery of modules which has prerequisite of a following/subsequent module is considered in issuing TVET certificate, otherwise other modules can be given anytime.
4. All evidences during assessment (e.g. quiz, checklist, forms) should have a written form that is compiled in the Trainer (source) and Trainee (result) portfolio. Portfolio is the responsibility of School, Class Teacher, and Trainees. It should be given to trainees after certification.
5. Industrial Attachment Program (IAP)

- All Trainees should finish and declared competent on all modules before taking IAP module.
- Trainees should finish and declared competent on the 30 hours content of IAP module written in the curriculum before they go to workplace or industry.
- The school should organize visit for all trainees in the workplace or industry to confirm and assist IAP especially in filling up the logbook.
- An interview to the trainee should be conducted in the school after the IAP has been completed and should be documented in the trainee portfolio.

All completed logbooks should be part of the trainee portfolio.

GLOSSARY

1. **Assessment:** A process of gathering and judging evidence in order to decide whether a person has attained a standard of performance.
1. **Assessment criteria:** Statements which describe performances and place them in context with sufficient precision to allow valid and reliable assessment.
2. **Best practice:** Management practices and work processes that lead to outstanding or top-class performance and provide examples for others.
3. **Competency standard:** An industrydetermined 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.
4. **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.
5. **Competency-based assessment (or CBA):** The gathering and judging of evidence in order to decide whether a person has achieved a standard of competency.
6. **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.
7. **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.
8. **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.

9. **Credit:** The acknowledgement that a person has satisfied the requirements of a module.
10. **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.

11. **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.**
12. **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.
13. **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.
14. **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.
15. **Generic modules:** Modules leading to the attainment of complementary competencies.
16. **Informal education:** The acquisition of knowledge and skills through experience, reading, social contact, etc.
17. **Internship:** An opportunity for a learner to integrate career related experience by participating in planned, supervised work.
18. **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.
19. **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.
20. **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.
21. **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.

1. **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.
2. **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.
3. **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
4. **Module:** A unit of training which corresponds to one competency and which can be completed on its own or linked to others.
5. **Occupation:** The principal business of one's life.
6. **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.
7. **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.
8. **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.
9. **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.
10. **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).
11. **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
12. **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.
13. **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, and range of variables.